



2025-2026

Student Handbook

Attendance Line: 810.299.4051
Jessica Payne, School Secretary: 810.299.4046
Colleen Deaven, Director: 810.299.4515
Fax: 810.299.4044

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District Information

District Website:

<https://www.brightonk12.com/>

The Bridge School Website:

<https://www.brightonk12.com/site/Default.aspx?PageID=6733>

Board Policies

Board Policies are available at: <https://meetings.boardbook.org/Public/Organization/2615>

Address:

125 S. Church Street
Brighton, MI 48116

Contact Information:

Main Office: (810) 299-4046

Fax: (810) 299-4044

Special Education: (810) 299-4080

Transportation: (810) 299-3890

Athletics: (810) 299-4185

Administration:

Superintendent: Dr. Matthew Outlaw

Assistant Superintendents:

Elizabeth Mosher – Assistant Superintendent for Curriculum & Instruction

David Jones – Assistant Superintendent for Business & Finance

Jajcob Anastasoff – Assistant Superintendent of Human Resources

The Bridge Principal:

Mrs. Colleen Deaven

Special Education Director: Ms. Michelle Allison

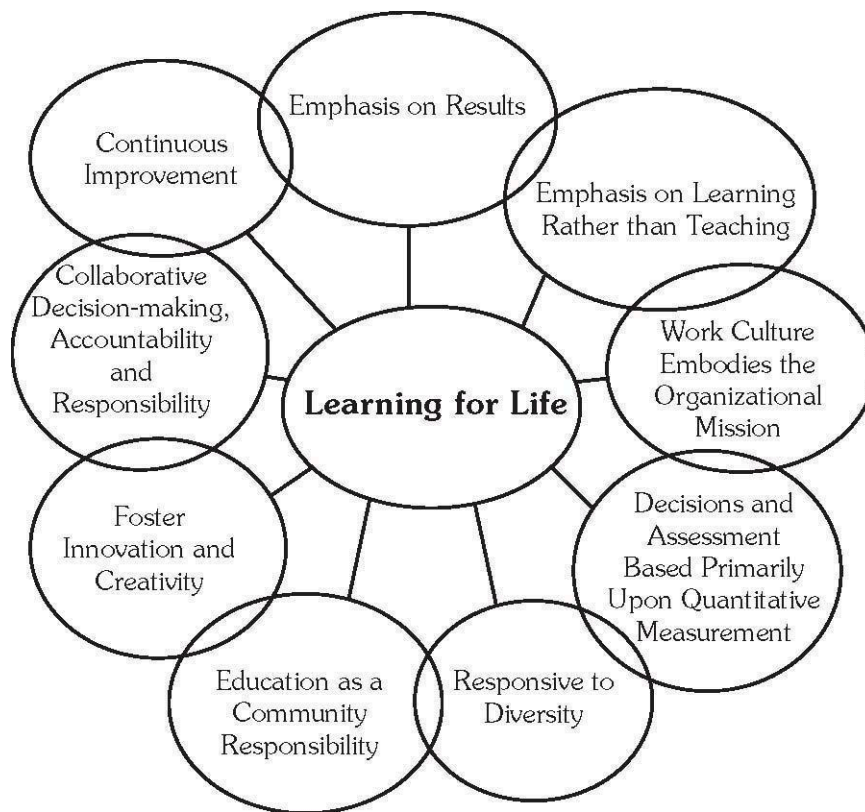
Athletic Director: Mr. John Thompson

Transportation Director: Ms. Laura O'Lewin

Statement of Philosophy and Guiding Principles

The home and parent and/or guardian play a major role in the implementation of a school philosophy. Without question, the home is the dominant influence on every child and, therefore, it is necessary for the home and school to work together. The school staff is working within the framework of our Board of Education's philosophy and goals. The District's mission statement is *Learning for Life*; each Brighton graduate is prepared as a lifelong learner to use academic and life skills to be self-sufficient, resourceful, an effective communicator and a productive citizen who contributes to our democratic society within a global community.

Guiding Principles



Per Board Policy 5205, the Superintendent or designee will ensure that each school develops, publishes, and regularly updates a student handbook, the content of which must be consistent with these Policies. Each student handbook must contain a student code of conduct. A student handbook has the force and effect of Board Policy.

The Brighton Area School District supports the State of Michigan in requiring the teaching of core democratic values and constitutional principles. These include, but are not limited to: truth, justice, equality, liberty, diversity, the common good, the rule of law, and individual rights.

We intend that students will learn respect, responsibility and caring for self, others and the environment. Further, we expect all students and adults to practice honesty, fairness and responsible citizenship, which is essential to being good community members.

We recognize that each school has needs unique to the pupils it serves. Our basic goal is to provide students with the foundation that will allow students to acquire skills and attitudes to reach our mission.

Preface

This handbook, a cooperative effort of students, teachers, parents, and administration, sets forth the rules and regulations that govern the students' involvement with the academic, social, and recreational programs of Brighton Area Schools. The goal is to promote learning for life in a safe, drug, and violence free environment.

It is recognized that guidelines are necessary if an orderly operation is to be achieved. This handbook has been adopted as policy by the Brighton Area Schools Board of Education to accomplish that goal. In addition to the guidelines in this handbook, all Board of Education policies apply.

Academic Requirements and Standards

Graduation Requirements

All students must meet the following course requirements listed below.

Earn twenty-two (22) credits in the following areas. Each class is worth .5 credit.

Course Type	Credits Required
English	4
Mathematics**	4
Science	3
Social Studies	3
Health Education	0.5
Physical Education	0.5
World Language	2
Visual, Applied or Performing Arts	1
Electives	4 credits

** May be replaced with an elective option if the student has successfully completed mathematics credits meeting the Michigan Merit Curriculum requirements.

Michigan Merit Exam Requirements

All Students receiving a Bridge Alternative High School diploma are required to earn valid scores on the Michigan Merit Exam. Valid scores mean that the student must make an honest, serious effort on the exam; it does not mean that the student must earn a specific score.

Michigan Merit Curriculum may provide a Personal Curriculum option for students.

Class Standing

Annually, student credits are evaluated to determine a student's grade level placement. The following is a minimum number of credits a student must have earned to achieve a particular grade level:

Standing	Credits
Freshman	0 - 4
Sophomore	4.5
Junior	10.5
Senior	15.5

NOTE: Even if you have achieved sophomore, junior or senior class status, if you do NOT have sufficient credits, you may NOT graduate on time. Unless otherwise indicated in an Individualized Education Program (IEP), a Section 504 Plan, or similar program of services, as a requirement for graduation, a high school student must participate in all state or federal academic testing programs in which the student is eligible to participate and which the School District is required to administer. A high school student's failure to meet this requirement will render him/her ineligible for a high school diploma and will preclude that student's participation in graduation commencement exercises. The Superintendent or his/her designee must approve any deviation from this requirement.

Grade Point Average

Each student's report card will indicate a grade point average for fall/spring semester. The Bridge Alternative High School uses a 4-point grading system. *A cumulative grade point average for each student is computed only at the end of each semester.*

Commencement

High School Commencement exercises shall be held to recognize those students who have successfully completed the required courses as defined by the Michigan Merit Curriculum. In order to encourage high standards of student conduct and behavior, administration may deny a student the privilege of participating in commencement exercises based on the following: Any student suspended from school after May 1st Any student failing to complete all course or credit requirements, including online courses, by the last full day scheduled for seniors.

Grades

The Superintendent or designee will develop and implement student grading guidelines to be used by teachers. The objective of grades is to quantify and report each student's academic achievement. The building principal will publish grade-change procedures, if any, for the school building in the student handbook. All procedures must be consistent with Board Policy.

Progress Reports

At the midway point of each semester, the progress report will be available upon request. Progress reports serve as an indication to students, parents and/or guardians as to academic standing while time remains to make corrections prior to the issuance of report cards. If a student's work becomes unsatisfactory after the issuance of progress reports and before the end of the card marking, parents and/or guardians will be notified by the classroom teacher of the class in which the student is struggling. Parents and/or guardians, and students are encouraged to make appointments with teachers in whose classes problems exist. Please call the office.

Report Cards

The student school year is divided into two (2) semesters with report cards available at the conclusion of each one. At the conclusion of each semester, report cards will be uploaded to Student Documents in MiStar and available on ParentConnect. Course credit is determined by semester grades.

Incompletes

When, at the teacher's discretion, illness or other valid reasons have interfered with the student's ability to meet class deadlines, an incomplete can be given rather than a grade. In such cases, each student will have three (3) weeks to complete the work. Failure to comply with this condition or make other administratively approved arrangements will result in a failing grade.

Earning Credit

The District will grant credit to a student who successfully completes a course. Successful completion means that the student has demonstrated mastery of the state- or District-approved subject area content standards for the course by obtaining a D- or higher grade in the course based, in part, on at least 1 state or District-approved assessment. Alternatively, the District will grant equivalent credit for a required Michigan Merit Curriculum course if the student earns a qualifying score, as determined by MDE or by the District, on a state- or District-approved assessment (i.e., "testing out"). The District will grant equivalent credit for a course if the student demonstrates a reasonable level of mastery by achieving a C+ or better on the final examination for the course or, if there is no final examination, by demonstrating subject area content knowledge by obtaining a C+ or better on an alternative assessment, such as a portfolio, performance, paper, project, presentation, or other established means. A student who earns credit in a course by "testing out" will not earn a grade in the course, and the credit will not be considered for determining grade point average or any honors earned based on grade point average.

The District will grant a student credit toward a diploma or alternative certificate if the student successfully completes, before entering high school, a state-mandated curriculum requirement by demonstrating proficiency on the content expectations for that curriculum requirement, either through successfully completing the course or by testing out.

Once a student earns credit in a course, either by successfully completing the course or by testing out, the student may not earn additional credit for the course or for a lower level course in the same subject.

The Board will recognize credits earned at other public schools and at accredited nonpublic schools. For students transferring from a home school program, the Superintendent or designee will assess whether the home school credit reflects proficiency in state and District content expectations for each course for which the student seeks to transfer credit. If the Superintendent or designee determines that the student is proficient in the subject area content, the District will award transfer credit.

Credit Recovery

Credit recovery is offered at The Bridge Alternative High School through an on-line learning lab. Students who need to make up classes or requirements should see The Bridge administrator.

Personal Curriculum

In some cases, it may be appropriate to modify the Michigan Merit Curriculum for a student. Modifications may only be made in accordance with state law. The parent/guardian of a student who has completed grade 9 or a student who has reached age 18 may request a personal curriculum. A teacher or school counselor may request that the District consider providing a student with a personal curriculum. If requested by a teacher, the teacher must currently teach or have expertise in a subject area proposed to be modified by the personal curriculum or the building principal must determine that the teacher has qualifications relevant to developing a personal curriculum. In all cases, a student's personal curriculum must be developed in accordance with state law. The District will annually notify parents/guardians of their ability to request a personal curriculum.

Summer School

The District may offer a summer school program to provide additional educational opportunities for students who need remedial instruction, credit recovery, or enrichment experiences. Participation in summer school may be strongly encouraged to keep a student on track toward graduation.

Student Rights and Responsibilities

The Board of Education of the Brighton Area Schools recognizes the following principles:

1. That the primary intent of society in establishing the public schools is to provide an opportunity for learning.
2. That the students have full rights of citizenship as delineated in the United States Constitution and its amendments.
3. That citizenship rights must not be abridged, obstructed, or in other ways altered except in accordance with due process of law.
4. That education is one of these citizenship rights.

Rights and Responsibilities

As a citizen and student you are guaranteed certain rights; along with these rights you must accept responsibilities. You have the right to pursue self-fulfillment and the responsibility not to infringe on the rights of others. Some of the most significant rights and responsibilities in the school setting are:

	<i>The right to...</i>	<i>The responsibility to...</i>
A.	Pursue, through study and self-application, a quality education and to attain personal goals through participation in the entire school program.	Attend classes daily, be on time to all classes, and obey school rules.
B.	Participate in school activities without being subject to unlawful discrimination on any basis. Where access to participation in programs or activities is on a competitive basis, each student has the right to an opportunity to compete on an equal basis.	Foster good human relations within the school by practicing courtesy and tolerance in their dealings with each other and to respect the dignity and worth of other individuals.
C.	Practice freedom of speech, freedom of expression of ideas, and freedom of the press keeping in mind recent Supreme Court decisions.	Refrain from libel, slanderous remarks, and obscenity in verbal and written expression.
D.	Express views or protest symbolically so long as the manner of expression does not interfere with the orderly operation of the school or the rights of others.	Develop tolerance of the viewpoint and opinions of others. Recognize the right of other individuals to form different points of view, and to dissent in an orderly and respectful manner.

E. Participate in patriotic exercises or refrain from participating.	Respect the rights of classmates who do or do not wish to participate.
F. Be secure in their persons, and effects against unreasonable searches and seizures, privacy in regard to their personal possessions, unless there is reasonable suspicion that the student is concealing materials prohibited by law or school regulation.	Respect the rights, property, and privacy of other students and school personnel, carry only those materials which are acceptable under the law, the school code of conduct, and which are not hazardous to any person or property and to accept the consequences for articles in school lockers.
G. Fair, reasonable and impartial treatment when being disciplined for violation of school rules.	Be familiar with school rules (see Code of Conduct). Be accepting of fair and reasonable discipline. Follow prescribed procedures for appealing the discipline imposed.
H. Expect that school will be a safe place for all students to gain an education and participate in school-sponsored events.	Be aware of all the rules and regulations related to student behavior, conduct and upon request identify themselves to school authorities via school ID.
I. Attend school sponsored off-campus events.	Observe the same standards of conduct as required in school.

Co-Curricular and Athletic Activities

The Superintendent or designee will annually publish in the student handbook(s) procedures for student transportation to and from extracurricular and athletic events. The procedures will comply with Policy 3105. A student's failure to comply with Board Policy, the student code of conduct, and any other applicable rules or behavioral expectations while on a trip may result in disciplinary action and exclusion from future trips.

The Bridge students are eligible to participate in Brighton High School athletic activities as long as they meet the eligibility requirements below.

Purpose

The purpose of co-curricular activities is to provide students an opportunity to develop leadership, teamwork and communication skills. Additionally, participation in co-curricular and athletics activities is intended to strengthen the student's connection to the school and its staff, thereby enhancing the school climate for all. Co-curricular and athletics activities enhance the development of character and the sense of responsibility both toward oneself and toward others. Co-curricular and athletic options also provide opportunities to learn the new roles and healthy activities that may connect with career pathways.

Eligibility

All Bridge Alternative High School students are eligible to participate in co-curricular activities provided:

- They adhere to the policies and procedures of Brighton Area Schools, as set forth in the Student Handbook.
- They maintain a grade point average of 1.665 (C-) and meet the requirements for credit in all classes. If they fail to pass all of their classes, eligibility will be lost until reinstated by administration.
- The Bylaws as adopted by the organization and approved by administration are followed. Bylaws include the following information, as applicable:
 - Name of the Club or Student Group
 - Purpose
 - Membership
 - Duties of Members
 - Removal from Membership
 - Attendance
 - Meetings
 - Committees (if applicable)
 - Voting
 - Required Activities
 - Meeting Structure
 - Qualifications for Officers and Elections
 - Bylaw amendment procedures

Awards

Students are eligible for certificates, school letters or other recognition in accordance with the criteria established and approved for each co-curricular activity.

Suspension/Exclusion from Co-Curricular and Athletics Activities

All students participating in co-curricular and athletics activities are expected to comply with the policies and procedures of Brighton Area Schools as set forth in the Student Handbook. Any student suspended may not participate in, or attend co-curricular and athletics activities during the date(s) of the suspension, including weekend activities.

Generally, a student suspended on a given day is excluded from activities on that date, but the administrator reserves the right to extend that exclusion to the afternoon/evening before the suspension date. In the case of vacation periods that may cause extended removal from activities, the administration may make exceptions.

Student Code

The Student Code of Conduct extends to off campus activities held by clubs and student government as well as on campus activities.

Ethical Standards

All Bridge Alternative High School students involved in activities are representing the Bridge and are expected to exhibit and subscribe to a code of ethics and accept the direction of their sponsor/advisor.

Student Code of Conduct

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Policy - "The Board of a school district shall make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the public schools of the district, including regulations relative to the conduct of pupils concerning their safety while in attendance at school or en route to and from school." (Michigan School Law 380.1300) Board policy prohibits the threat or use of corporal punishment, in accordance with State law (MCL 380.1312). The purpose of the Code of Conduct shall be to support student growth by enhancing educational opportunities through improved student behavior. The Bridge Alternative High School will maintain the student's due process while enforcing state and local laws, as well as appropriate school conduct and the rights and responsibilities of each student. These rules supplement our broad discretionary power to maintain safety, order, and discipline.

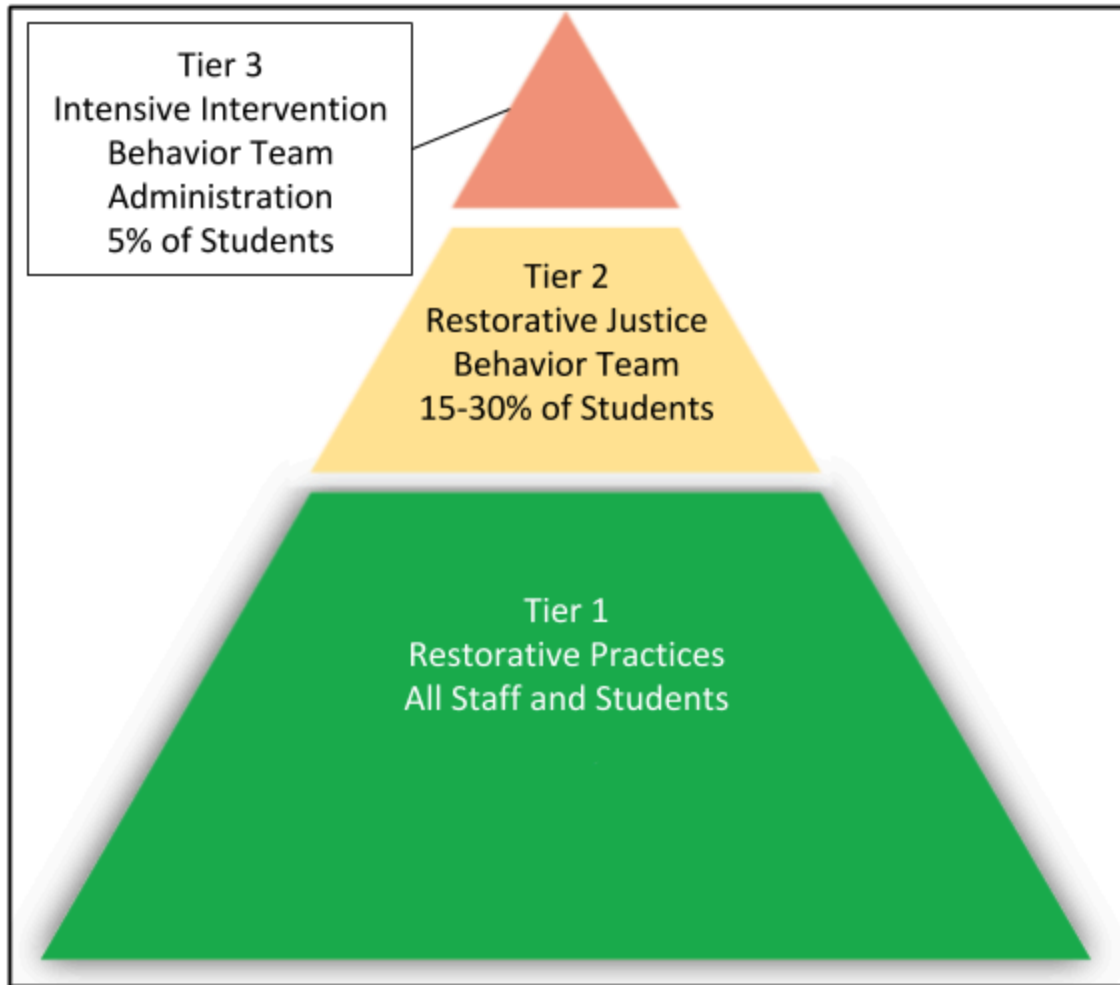
General Enforcement Procedures

1. Any student violating the rules and regulations as contained in this handbook will be subject to appropriate interventions through the restorative process, with the overall goal being for students to learn to better approach similar situations in the future. The student's disciplinary history will be considered. Other infractions are subject to mandatory suspensions or expulsion as set forth in this handbook.
2. Students receiving suspensions must complete the duration of the suspension before returning to the regular classroom.
3. Parents and/or guardians will be notified of serious discipline problems and will be advised of all suspensions and police referrals.
4. The Livingston County Probate Court (Juvenile Division) will be advised of any situation that the administration feels comes within the jurisdiction of that Court.
5. The principal will make all appointments for the student or his/her parents and/or guardians to confer with the superintendent.
6. Certain situations involving student safety or discipline may result in the recommendation of a mental health and/or substance abuse evaluation by a state licensed agency or service provider prior to a student's return to school.

Supporting Students

Philosophical Basis

The Bridge Alternative High School will use a tiered approach to support students as they navigate through conflicts, incidents, and their place in the school community. All staff and students will be involved in various Tier 1 supports, outlined in later sections of this document. As students are identified as needing additional support they will interact with the behavior team and/or school's administration as is deemed necessary. The diagram below outlines the tier approach to supporting students.



Student Rights

Students have the right to seek support as needed at school for events and incidents that impact their role and relationship to the school community.

Student Responsibilities

Students are responsible for carrying out the supports that are extended to them by the various staff members within the school community. In addition, students are responsible to express their concerns and input on the support offered to them.

Tier 1 Restorative Practices

Philosophical Basis

Restorative practices refers to a defined set of behaviors and procedures used by students, staff, and administration in an effort to establish, maintain, and rebuild relationships throughout the school community. These practices begin in the classroom but extend throughout the school, teachers will work to create a sense of community and belonging within their classrooms. Through this shared sense of community, occurrences of conflict and disruption can be limited.

Student Rights

Students have the right to seek support for any number of issues that may be impacting their school experience through a restorative lens. In addition, students have a right to privacy throughout the restorative process, however, schools have an obligation to report instances of child abuse or neglect to the proper agencies.

Student Responsibilities

Students have the responsibility to participate in the restorative process with an open mind. In addition, students must attend all restorative processes that take place during regular instructional time.

Huddles

Students will be assigned an advisor who will lead a huddle group which will meet regularly to support the restorative process. Huddles will conduct themselves as a community building restorative circle, but may also incorporate special events, guest speakers, and activities all focused on improving school climate and culture. Huddles will often feature a main topic of discussion and students are invited and expected to share their thoughts, feelings, experiences and ideas related to the topic. The teacher, or an appointed facilitator, will lead the discussion through the usage of a talking piece. Members of the huddle will be permitted to share when in possession of the talking piece, and expected to be active listeners when they are not in possession of the talking piece. The use of the talking piece is to ensure all students are given an equal voice and opportunity to share, and to help more vocal students improve their listening skills.

Student Conference

At times, conflicts or disruptions may arise in classrooms and teachers and/or other staff members will conference with students to discuss classroom expectations, the school values, and community standards. Teachers will use these conferences to gain context and understanding of the situations and to reteach or reinforce the expectations for the student(s) involved.

Restorative Questions

Teachers and other staff members may lead students through the restorative questions to help students process the conflict(s) they have been a part of in the school community. The questions are designed to help students explain their own perspective of the conflict(s), who was impacted by the conflict, and how to repair the relationship that was damaged.

Tier 2 Restorative Justice

Philosophical Basis

At times students may engage in behavior or make decisions that violate the schools' system of values, and/or the code of conduct. After engaging in tier one supports outlined above, students may be referred to the Behavior Team to partake in a portion of the restorative justice program. Restorative justice is a component of restorative practices, and it is utilized when a relationship requires repair based on the actions of individuals. Restorative justice is an opportunity to make amends for one's actions, and to learn from their decisions to help support a more positive school community moving forward. Restorative justice works to help students take responsibility for their actions, recognize that their decisions caused harm to others, and how to repair that harm or damaged relationship.

Student Rights

Students have the right to help design and inform their restorative justice experiences, and to suggest alternatives to the initial plans and thoughts of the behavior team. Students also have the right to ask that a parent or guardian assist them in their discussions with the behavior team throughout the restorative justice process.

Student Responsibilities

Students have the responsibility to fulfill the aspects of the agreed upon restorative justice components in the agreed upon time frame, as well as communicating honestly about their perspectives of the conflict to allow for the behavior team to make their best effort to turn the conflict into a learning, and restoring opportunity.

Guardian Contact

A parent and/or guardian may be notified by a member of the behavior team anytime a conflict results in restorative justice interventions. Parents and/or guardians may also be provided with copies of any agreed upon restorative justice plans, parents and/or guardians may request to be a part of the restorative justice process to support their student.

Restorative Circle

At times students can be involved in conflicts with other students and/or staff members, and as part of the restorative process those students may be required to participate in a restorative circle with those impacted or a part of, the conflict or incident that occurred. The restorative circle will be previewed for all members involved by a member of the behavior team, and there will be at least one participant to support the student who caused the harm within the circle. The restorative circle will utilize a talking piece to allow for all sides and aspects to be heard equally and to continue to support the school's value system as well as the student body's listening skills.

Action Plan

Students who are involved in a conflict may be presented with a Restorative Justice Action Plan which focuses on repairing the harm that the conflict caused to a specific relationship. Each Restorative Justice Action Plan will be created based on the unique circumstances of each conflict that occurs, and students will be consulted, and conference with throughout the process. One of the supporting facets of any action plan is leading the students through the restorative questions to gain a better understanding of the conflict, and the perspectives of the students involved. Some examples of restorative justice actions plans are:

- Creating a public service announcement
- Creating a distributable pamphlet or brochure of information
- Informational posters or flyers
- Community service project
- Written or verbal apologies
- Enrichment Friday attendance
- Making up missed time
- Assist a teacher with an assigned task
- Cleaning different areas and/or items
- Prepare a huddle discussion topic
- Participation in a mentoring opportunity
- Participation in a student support group

The above list is only meant as an example and is not a total list of action plan components

Student Success Plan

For students who have ongoing issues in their classes either related to conflicts or academic struggles they may be presented with a unique and specific plan to help them meet expectations and the school's values on a more consistent basis. Some examples of a student success plan are:

- Check In and Check Out
- Ticket reward system
- Reporting to designated safe places
- Usage of break cards
- Alternative learning environments

The above list is only meant as an example and is not a total list of student success plan components

Restorative Conference

At times conflicts and incidents within the school community may have a far reaching impact on all those that create the community. A restorative conference may be held involving numerous stakeholders to bring in a diverse number of perspectives to re-frame the conflict and allow for restoration, making amends, as well as growth and understanding for all involved and impacted by the incident. Restorative Conferences will be pre-scheduled and arranged with the necessary parties, a member of the behavior team will preview the conference with all involved, and at least one participant of the conference will be present to support the student who caused the harm or conflict. Members of the local community may be asked to participate in the Restorative Conference as needed, as well as outside facilitators to support the restoration of the relationship at stake.

Tier 3 Intensive Intervention

Philosophical Basis

At times students who play a role in conflict may have violated the school's values or the code conduct repeatedly or of a severe enough manner to warrant a suspension from school. This process is not taken lightly and will only occur when tier one and two interventions have not had the desired impact, or are deemed to be ineffective in relation to the nature of the incident.

Student Rights

Students have a right to request an explanation of the rationale for a suspension from school. In addition, students may request a conference with the school's administrator to gain a better understanding of the rationale for the suspension, the guidelines of the suspension and the expectations for re-entry into school.

Student Responsibilities

Students have the responsibility to abide by the length and guidelines of their suspensions which includes not participating in any extracurricular activities. Students are also responsible for following the guidelines of their suspension such as, but not limited to, completing provided school work and any restorative components that have been outlined in the suspension notification.

Suspension

The behavior may recommend students for either in school or out of school suspension for review by the school's administration. The recommendation will take into account all relevant information to the student(s) involved and the nature of the incident(s) leading to the recommendation. If the administration determines a suspension is necessary the administration will provide the student(s) as well as any parent and/or guardian with a Notification of Suspension. The notification will include the following information:

- rationale for suspension
- length of suspension
- re-entry date
- guidelines for re-entry

It may also include the following information:

- Referrals to outside support agencies
- Restorative plan to make amends upon re-entry to school

*Please refer to **Student Discipline Board Policy 5206 and 5206a** for further detail on student suspension procedures. This can be found on the BAS website.*

A teacher may suspend a student from any class, subject, or activity for up to one full school day if the teacher has good reason to believe that the student:

- Intentionally disrupted the class, subject, or activity;
- Jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- Was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent/guardian attend a parent-/guardian-teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent/guardian requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

Expulsion

When necessary, based on the circumstances of an incident or student's interactions within the school community, a student may be recommended to the school district's expulsion committee to consider a long term removal from school. The process for an expulsion is as follows:

1. Written notice of charges against a student shall be supplied to the student and his/her parent or guardian and included within this notice shall be a statement of the time and place for the hearing.
2. A parent or guardian shall be notified that they may attend such hearing, if they so desire.
3. The student, parent or guardian may be represented by legal counsel.
4. The student shall be given an opportunity to present his/her version of the situation. S/he will be allowed to testify and will be called to present the testimony of other witnesses and to offer additional evidence.
5. On any appeal or an expulsion hearing, where the student has admitted the offending conduct, the hearing will concern only the appropriateness of the discipline to be imposed.
6. The student shall have the opportunity to be present when any evidence is offered against the student. In addition, the student and the student's legal representative shall be allowed to question any witness.
7. This hearing shall be conducted by the Board-appointed Expulsion Committee, who shall make its determination solely upon the evidence presented at the hearing.
8. In accordance with the laws of the State of Michigan, such a hearing may be public or private, in accordance with the desires of the student.

9. Records shall be kept of the hearing, but this need not be a verbatim record. Any party, at their own expense, shall be entitled to make a verbatim record of the hearing.
10. The Board appointed Expulsion Committee shall announce its decision as to whether or not the student has violated the rules of the school district and its decision as to expulsion no later than ten (10) School days following the hearing.
11. The decision of the Expulsion Committee shall be by a majority vote of the members appointed to the Committee.
12. The findings of the hearing authority shall be reduced to writing and sent to the student and a parent or guardian.

Long Term Suspension or Expulsion

Consideration

Presumption Against Long-Term Suspension or Expulsion and Consideration of Individual Factors. Consistent with Michigan law, the School District adopts a rebuttable presumption that states students should not be disciplined by the imposition of long-term suspension (i.e., more than 10 school days) or expelled (i.e., more than 60 school days) unless the School District has determined, in its sole discretion, the presumption has been rebutted by considering each of the following seven factors:

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

The District will also comply with Policy 5206 for victims of an alleged sexual assault.

Appeal Process

If a parent and/or guardian wishes to appeal a suspension they may follow the below appeal process.

Stage 1

- If a student or parent/guardian requests an appeal of a suspension issued by a Principal, a conference will be held with the student, his/her parent or guardian, and the Principal.

Stage 2

- A student or parent/guardian may appeal to the Principal upon disagreement with the results of the Level 1 appeal. A conference will be held with the student, his/her parent or guardian and the Principal.

Stage 3

- A student or parent/guardian disagreeing with the decision of the building Principal may appeal to the Superintendent or designee. A conference will be held with the student, his/her parent or guardian and the Superintendent or designee.
 - If the Principal issues the suspension, the Level 1 appeal is held with him/her; the Level 2 appeal is directed to the Superintendent or designee.
 - Requests for appeal at any level must be made by the end of the following school day.
 - Any imposed discipline may be held in abeyance during the appeal process. If the disciplinary appeal is denied at the last stage of appeals, the imposed discipline is to commence immediately upon completion of the last stage of the appeal process.

Anti-Bullying and Violence Prevention

Disciplinary Action

Violence, as defined by Brighton Area Schools, is any mean look, gesture, word, action or display that hurts a person's body, feelings, / friendships reputation, or property.

Behavior: in all categories includes, but not limited to...

Category I

Teasing, insulting, name calling, mean or rude gestures, spreading rumors or behavior that would hurt others feelings.

Category II

Swearing, taunting, ridiculing, humiliating, threatening, pushing, shoving, grabbing, spitting.

Category III

Sexual, ethnic or severe harassment or intimidation, stealing or extortion, severe physical contact – fighting, kicking, punching.

For further information and detail, please refer to BAS Board Policy 5207.

Unlawful Discrimination, Harassment and Retaliation Against Students - please refer to BAS Board Policy 3118 and 5202.

Disciplinary Levels

May be inclusive, meaning that subsequent levels may include previous level interventions in addition to any appropriate intervention.

1. Student conference, restorative questions, and /or student apologies, guardian notifications made as needed.
2. Student Action Plan, Student Success Plan, both of which includes making a guardian contact.
3. Restorative Circle with all parties impacted being present, may include other students, staff, guardians, family members, and members of the community; guardian contact made. This may include in school suspension?out of school suspension with the Restorative Process taking place upon re-entry.

The following may be necessary in extreme cases and/or where the restorative process was not successful:

4. Recommendation for suspension by the Behavior Team to the school administrator with the length dependent upon prior interventions and the severity of the incident, guardian contact made.
5. Up to ten (10) days out-of-school suspension with a possible reduction to six (6) days with parent and/or guardian conference and Student Action or Success Plan. Possible recommendation for expulsion. Guardian notification.
6. Up to ten (10) days out-of-school suspension with recommendation for expulsion. Guardian notification.

Student Code of Conduct

Type of Conduct

Disciplinary Level

Matters Pertaining to Citizenship

Violation of State Laws and/or local ordinances including but not limited to

Abuse of fire alarms, safety equipment.	Any Offense – Level 5; file complaint with police, seek recovery of damages through court of competent jurisdiction.
Bomb threats	Any Offense – Level 6
Lighting of fires or burning or attempting to burn any property belonging to the school or property belonging to persons employed by the school or attending the school.	Any Offense – Level 6
Possession, use or threatening to use dangerous weapons such as, but not limited to, fire arms, dagger, dirk, stiletto, knife with a blade over 3” in length, pocket knife opened by mechanical device, iron bar, or brass knuckles.	Any Offense - Level 6
Possession, use or threatening the use of any weapon or dangerous object capable of inflicting bodily harm and not included in the above section, including but not limited to: chains, knives, fireworks, explosives, smoke bombs, and toy weapons resembling any of the above.	Level 5 or 6
Bullying, harassment, or intimidation defined by Michigan Department of Education’s Model: “Bullying, harassment or intimidation” means any display, gesture or written, verbal or physical act, that a reasonable person under the circumstances, should know will have the effect of harming a student or damaging the student’s property, placing a student in reasonable fear of harm to the student’s person or damage to the <i>student’s property</i> , or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere	<p style="margin-left: 40px;">a. Non-Directed Type: First Offense – Level 1 or 2 Subsequent Offense – Level 3</p> <p style="margin-left: 40px;">b. Directed Type: First Offense – Level 2 or 3 Subsequent Offense – Level 5</p>

<p>with the school’s educational mission or the education of any student.</p> <p>Bullying, harassment or intimidation includes, but is not limited to, such a gesture, display or written, verbal, or physical act, that is reasonably perceived as being motivated by a student’s religion, race, color, national origin, age, sexual orientation, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic.</p> <p>a. Non-directed type, not specifically directed toward a person or group</p> <p>b. Directed type, specifically directed toward a person or group.</p>	
<p>Student Expression - Students may not engage in speech or expressive conduct that would materially and substantially interfere with or disrupt school operations, including school activities and educational programming. An actual disruption is not required before school officials may regulate student speech or impose discipline if they can reasonably forecast a substantial and material disruption or interference with school operations.</p>	<p>Any Offense - Level 1 - 6</p> <p><i>Please refer to BAS Board Policy 5101 Student Expression for further detail.</i></p>
<p>Sexual harassment of students or other persons is prohibited. Any person engaging in an act of sexual harassment will be subject to disciplinary measures. Sexual harassment is defined as: sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which has the purpose or effect of unreasonably interfering with an individual’s personal liberties or education or creates an intimidating, hostile, or offensive learning environment. Sexual harassment shall also be defined to include unwelcome oral or written comments, gestures, touching, pictures, objects or other.</p>	<p>Any Offense – Level 1,2,3,4 or 5; Police referral when necessary; possible recommendation for counseling.</p>
<p>Gangs – A student shall not commit any act, verbal or non-verbal (gestures, handshakes, attire, etc.) that may reasonably be perceived by any student or school personnel as evidence of membership in or affiliation with any gang. A student shall not commit an act, verbal or non-verbal, in furtherance of the interests of a gang or gang activity, including, but not limited to:</p>	<p>Any Offense – (Level 1 – 5) Police Referral</p>

<p>(a) soliciting others for membership in a gang or gang-related activity;</p> <p>(b) requesting any person to pay for protection or otherwise intimidating or threatening a person. The term “gang” as used in this policy, means a group of two or more persons whose purposes or activities include the commission of illegal acts or violation of School District rules or policies. Gang and gang activity are not tolerated at The Bridge Alternative High School. Incidents of gang activity will be reported and tracked with contact being made to the local police and to the parents and/or guardians.</p>	
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Disrespect to School Personnel

Verbal and/or written disrespect (short of profanity).	First Offense – Level 1, 2 or 3 Subsequent Offense – Level 4 or 5
Verbal and/or written assaults* (Employee etc. as defined in Board Policy 5610 (threats – no bodily contact).	Any Offense – Level 6
Profanity directed at a staff member.	First Offense – Level 1, 2 or 3 Subsequent Offense – Level 4 or 5
Physical Assault* – Employee, etc. as defined in Board Policy 5610, Section 1311a(1) School Code.	Any Offense – Level 6
Refusal to follow reasonable instructions. (Insubordination).	First Offense – Level 2 or 3 Subsequent Offense – Level 4 or 5
Refusal to identify oneself to school personnel or refusal to go to the office when asked.	First Offense – Level 2 or 3 Subsequent Offense – Level 4 or 5

Profanity or Obscenity (Verbal, written and/or gesture)

Incidental	First Offense - Level 1 or 2 Subsequent Offense – Level 3
Loud and/or deliberate	First Offense – Level 2 or 3 Subsequent Offense – Level 4

Matters Pertaining to Property

Theft*	First Offense – Level 3, 4 or 5 Restitution and police referral, if appropriate. Subsequent Offense – Level 5; Restitution and police referral, if appropriate.
Destruction of School Property or Property of Others*	First Offense – Level 2, 3,4 or 5 Reparation and/or restitution and police referral, if appropriate. Subsequent Offense – Level 6 Reparation and/or restitution and police referral, if appropriate.

Matters Pertaining to the Safety of Others

Verbal and/or written assault (Student) (threats – no bodily contact)	First Offense – Level 2 or 3 Subsequent Offense – Level 4
Pushing, wrestling or tripping	First Offense – Level 1,2, or 3 Subsequent Offense – Level 4
Assault – Physical Assault means intentionally causing or attempting to cause physical harm to another through force or violence. (MCL 380.181(3)(b), MCL 380.1311(2)(b).	Any Offense – Level 5 or 6 Possible police referral.
Inciting others to fight.*	First Offense – Level 2 or 3 Subsequent Offense – Level 4 or 5
Extortion or coercion*: Obtaining money or property (something of value) from an unwilling person or forcing an individual to act by physical force or threat (stated or implied).	First Offense – Level 3 Second Offense – Level 4 Subsequent Offense – Level 5
Behavior dangerous to oneself or others*. Due to Covid-19, face coverings over both the nose	Level 1, 2, 3, 4 or 5

<p>and mouth, must be worn in accordance with the BAS Return to School Plan, based on the Michigan Safe Schools Return to School Roadmap. Student worn face coverings must comply with the current building dress code policy.</p> <p>For students medically unable to accommodate a face covering, documentation from a physician is required.</p>	
<p>Possession, use, or threatening the use of any weapon or dangerous object(s) capable of inflicting bodily harm, not included in section on <i>Matters Pertaining to Citizenship (A-4)</i></p>	<p>First Offense – Level 1, 2, 3, 4 or 5 Confiscation ** Subsequent Offense – Level 5 Confiscation **</p>
<p>Throwing food in the cafeteria</p>	<p>First Offense - Level 1 or 2 Subsequent Offense - Level 3 or 4</p>

Matters Pertaining to Disruption of the Educational Process

<p>Truancy – The failure to attend class, or a scheduled class activity, for any period of time; chronic tardiness may be considered as truancy.</p>	<p>First Offense – Level 1 or 2 Subsequent Offense – Level 3, 4 or 5 and possible Referral to County Attendance Officer for students 15 years of age or younger.</p>
<p>Closed Campus – leaving any designated area without authorization from the principal or his/her designee from the time a student arrives on school grounds until school is dismissed.</p>	<p>First Offense – Level 1 Subsequent Offense – Level 2, 3, 4 or 5</p>
<p>Failure to participate in the restorative process</p>	<p>First Offense – Level 2 Subsequent Offense – Level 3 or 4</p>
<p>Disruptive Conduct</p>	<p>Level 1, 2, 3 or 4</p>
<p>Cheating/Plagiarism* – presenting or copying the work of another and representing it as one’s own or providing materials to be copied by another.</p>	<p>First Offense – Level 1 or 2 Subsequent Offense – Level 3 or 4</p>
<p>Forgery, deception, lying, fraudulently writing the name of another person, falsifying time, dates, grades,</p>	<p>Level 1, 2, 3, 4 or 5</p>

addresses, reports, mandatory surveys or other data.	
Misuse of Technology. See Brighton Area Schools Internet Policy.	Level 1, 2, 3, 4 or 5; restitution if necessary. Police referral, if appropriate.
Gambling for money, valuables, or for other purposes	First Offense – Level 3; possible police referral. Subsequent Offense – Level 4 or 5; police referral.
Indecency – Offending commonly recognized standards of health, safety, good taste, with respect to behavior, (spitting), public display of affection, dancing, or communication.	Level 1, 2, 3, 4 or 5
Toys or recreational paraphernalia, including electronic devices, which are not intended for curricular or co-curricular activities, are not permitted in the classroom. Prohibited items include, but are not limited to: radios, CD/tape players, laser electronic devices, glass bottles, rollerblades and skateboards of any type are not permitted in school building.	First Offense – Level 1; Confiscation ** - student asked not to bring item(s) to school. Subsequent Offense – Level 2 or 3; Confiscation **
<p>Dress Code</p> <p>Dress or grooming which is materially and substantially disruptive to the educational environment is prohibited (to include but are not limited to, clothing and/or accessories which endorse any item or products related to tobacco, alcohol, other controlled substances or which are sexually suggestive) or promote violence. All clothing must be neat, so as to present the best possible appearance. Footwear must be worn.</p> <p>Decency, as interpreted by the administration and staff is to be maintained at all times, including all school-sponsored activities. Tops, mesh shirts, shirts which expose the midriff, short skirts, short shorts, shorts with slits, tank tops and other types of revealing clothing will not be permitted. Underwear may not show. Shorts and other apparel worn must be mid-thigh or longer. Outerwear is prohibited in the building during regular school hours. Headwear will be allowed in the hallways, cafeteria and Media Center. All</p>	<p>First Offense – Level 1; Immediate change of attire and may be sent home to change.</p> <p>Subsequent Offense – Level 2 or 3; Immediate change of attire and may be sent home to change.</p>

headwear is to be removed in the classrooms at teacher discretion. In shops and food areas, health and safety regulations, as well as usual occupational dress requirements, will determine the dress code.	
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Matters Pertaining to Controlled Substances*

Tobacco/Vaping – all types and paraphernalia (including smokeless chew and vaping devices) Possession – including all paraphernalia(vaping devices)	First Offense – Level 2; Confiscation** Second Offense – Level 3; Confiscation ** Subsequent Offense – Level 4; Confiscation**
Tobacco – all types and paraphernalia (including smokeless chew and vaping devices) Use, sale, and/or distribution on school property and/or at school activities	First Offense - Level 3; and police referral. Confiscation ** Second Offense – Level 4; and police referral. Confiscation ** Subsequent Offense – Level 5; and police referral. Confiscation **
Students shall not possess*** or use, Alcohol, controlled substances or mind-altering drugs and/or related paraphernalia on school property or at school-sponsored events. Students attending school or school activities, after using these substances will be subject to this policy regardless of amount taken.	First Offense – Level 5 – suspension may be reduced with full participation in school sponsored Insight program. Possible recommendation for an assessment by a State-licensed agency within four (4) weeks for a determination of the student’s chemical dependency. Possible police referral. Second Offense – Level 6 and police referral
Sale, distribution, furnishing or attempting to sell, distribute or furnish alcohol, controlled substances, or mind-altering drugs	Any Offense – Level 6 and police referral
Using, selling or furnishing substances purported or	First Offense – Level 4; with an assessment by a State-licensed agency within four (4) weeks for a

represented to have the effects of controlled substances or purported or represented to be controlled substances/look alike.	determination of the student's chemical dependency. [^] Second Offense – Level 6
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Other conduct, which is not specifically enumerated in this Code of Conduct, and which, in the judgment of the Board of Education, constitutes gross misdemeanor or persistent disobedience, shall be subject to disciplinary action such as the Board of Education or its administrator deem appropriate.

*These offenses will be cumulative through the years the student is enrolled in high school.

** Confiscated property will be returned to the student, parent and/or guardian, or given to police, as appropriate.

*** Possession shall be defined as on person, in purse, bag, etc., in locker and/or within vehicle.

[^]It is required that the appointment with the State-licensed assessment agency be made within four (4) weeks. If a student is enrolled in an approved State-licensed in-patient program, s/he will be eligible to continue earning school credit through a hospital/ homebound program. The home school of the student will give work and assignments, where appropriate. In all of the mentioned options, police contact will be made. Further, the choice of options shall be exercised by the parent and/or guardian of a minor student or by the adult student.

Cell Phone/Electronic Device Policy - Students may use cell phones or other electronic devices while at school, so long as they do so safely, responsibly, and respectfully, **and comply with all other school rules while using the devices.**

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

Please see BAS Board Policy 5209 for further detail on Student Use of Cell Phone and Electronic Communication Devices.

1. Students are not allowed access to their phones and/or electronic devices during class, in a classroom or other instructional setting.
2. Students must place their phones and/or electronic devices in the provided phone holders when they enter the classroom and cannot access their phones until the class period ends.
3. If a student does not have their phone and/or electronic device on their person, they must let the teacher know this.
4. Teachers are given the discretion to allow students to access their phones and/or electronic devices in class if a specific planned activity requires personal devices to access web-based learning or instructional activity (e.g. a kahoot, socrative, padlet, access to google classroom, etc.).
 - a. However, students must be given a time limit for this activity and students must return their phones and/or electronic devices to the phone holders when the activity is complete.
5. Teachers are given the discretion to allow students to access phones and/or electronic devices for a “technology break” in the middle of class.
 - a. In addition, students may use phones and/or electronic devices during work time to listen to music, if given teacher permission to do so.
6. Teachers are allowed to use the phone/electronic device holder to take attendance, as long as they have a system that accounts for students who do not have a phone/electronic device with them in class.
7. Teachers may ask students to place phones and/or electronic devices on “silent” or “airplane” modes before placing them into the phone holders.
8. Teachers are not held liable for damage or loss of phone and/or electronic device since the student is making the choice to bring the phone and/or electronic device to class with them.

Consequences

First Offense	Warning, possible confiscation for duration of class period
Second Offense	Equipment is confiscated and sent to the school administrator for the duration of the school day. The administrator may conference with students as needed.
Subsequent Offenses	The student’s parent/guardian will be contacted and notified that the student must turn in their equipment to the principal’s office each day before school begins and will be given the equipment back each day at the end of the school day, every day, for a period stated by the principal.

Attendance Policy

Philosophy

We, the staff of The Bridge Alternative High School, believe that active participation in the classroom experience is critical to ensuring that students receive the best education available. We believe that discussions and classroom activities are not replicable and are essential to the intellectual and emotional development of students; in fact, these interactions help develop the knowledge, skills, and attitudes necessary for participation in a diverse, competitive and ever-changing world

We believe that successful student attendance is a shared responsibility between the school and the home. Students are responsible for attending class and participating fully in their educational experience. Teachers are responsible for providing a rich learning environment and for keeping accurate records of attendance. Administrators, counselors and non-instructional staff are responsible for supporting students in the successful pursuit of their education, which includes good attendance. Parents/guardians are responsible for establishing the expectation of good attendance and for communicating any legitimate absence to the school in a timely fashion.

We believe that all students are creative and intelligent, that they have much to offer the educational environment of our school and that their input and insight are essential, not only to their growth, but to that of everyone else as well.

The Bridge Attendance Policy was created from the philosophy that good attendance is critical to success in school and in life and is a product of what happens in the home and in the classroom/school. The following policy is meant to support good attendance behavior while at the same time allowing for those occasions when being absent is unavoidable.

Overview

Each semester, students will be allowed 6 unexcused and 4 excused absences.

For further explanation, please see the district Board of Education Policy 5301: Attendance

Please note: *Excused absences are those for documented medical and court appointments, religious observances, funerals, and those for school business and suspensions.*

Guidelines

- A. In the event of an excused absence, parents/guardians should notify the attendance line (810) 299-4051 or the main office (810) 299-4046 and provide appropriate documentation to the office.

- B. Unexcused absences are absences that are not approved by the school, absences that result from leaving class or school without being granted permission from school authorities, absences not reported by a parent/guardian within the requisite 24 hour period, and absences resulting from an unexcused tardy.
- C. The Bridge administrator shall have final determination on any attendance issues.
- D. An phone call is made to the parent/guardian after every unexcused absence. Parents/guardians should be sure to have an accurate phone/contact number on file with the school.
- E. Unexcused absences will also result in progressive discipline consequences and over time be referred to the Livingston County Truant Officer.
- F. Parents/Guardians should consider school hours and the school calendar when scheduling appointments and/or time away from school. In the event that school is missed because of an appointment; parents/guardians should present verification documents (for medical appointments, court appearances, etc.) upon return to school. Note: Documented medical and court appointments, religious observances, funerals, school business and suspensions are not included in the 7 absence limit.
- G. Students and parents/guardians are responsible to keep track of the number of absences in each class period and seek adjustments through the Attendance Office if errors are discovered. Attendance information is available 24 hours a day, on-line through Parent Connect. Parents/guardians may also request a printout of attendance history through the The Bridge administrator.
- H. If students must leave school during the day, the parent/guardian must contact the school to grant permission prior to the student leaving. Students leaving campus must sign out at the Attendance Office and sign in when they return. If a student arrives at school after the start of the first class, he/she must sign in at the Attendance Office and the parent/guardian must call the school to excuse their student, otherwise the student will be marked unexcused. The school reserves the right to determine if the reason is excused or unexcused.
- I. Make-Up Work: Acquiring and completing make-up work/assignments/tests is the responsibility of the student. Students will be able to make up work/assignments/tests for full credit for an excused absence within the same number of days that they have been excused from school. In other words, if the student is absent for two days, he/she has two days after returning to school to make up the work.
- J. Assignments missed due to an extended excused absence (3 days or more) can be picked up by the parent/guardian from the Counseling Office. Please note: 24 hours advance notice is required for extended absence homework requests in order for

staff to have time to provide assignments to the office. Requests for work should be made by calling 810-299-4046.

- K. Extended Illnesses/Hospitalization: Extended absences for excused medical reasons will be dealt with on a case-by-case basis with The Bridge administrator. Parents/guardians should notify The Bridge administrator as soon as possible in the event of hospitalization/extended illness in order for the staff to effectively support the student's success upon return. Parents/guardians are encouraged to bring documentation to the school immediately upon the student's return to classes from an extended illness. Absences due to extended documented illnesses/hospitalization do not count toward the 7 absence limit.
- L. Vacations during non-break times are strongly discouraged as they are a disruption to the student's educational experience. However, when families choose to take students out of school for vacations, the student must complete a pre-arranged family vacation request form. The forms can be obtained in the Main Office and must be completed by the parent/guardian, teachers, The Bridge administrator prior to the absence. Pre-arranged absences count toward the 7 absences limit.
- M. Assemblies are an important part of the high school experience; moreover, they are not optional. Students are expected to be in attendance for all assemblies unless they are legitimately absent or not required to be present because the assembly is for a specific group or class. Attendance at assemblies will be part of class attendance for the class preceding the assembly. An absence from the assembly will count as an absence for the class.

Recovering Credit

Students who have lost credit for excessive absences may recover their credit by:

1. Enrolling in the course at the start of a new semester
2. Testing out of the course at the next scheduled test-out opportunity
3. Enrolling in an approved Credit Recovery program, i.e. Summer School or on-line.

Truancy

According to the Compulsory Attendance Law, "Every parent, guardian, or other person in this state having control and charge of a child from the age of six to the child's sixteenth birthday shall send that child to the public schools during the entire school year. The child's attendance shall be continuous and consecutive..."

The Brighton Area Schools will consider a child truant if:

- a. S/he is unexcused absent from school for more than five days in succession
- b. S/he is excused absent from school for more than 10 days in a 30 day period
- c. S/he is absent 30 days or more in a school year

Tardy Policy

Students are to be in their assigned class and ready to learn.

The first three tardies in any one class will be recorded and handled by the classroom teacher. Students who are frequently tardy may be referred to the behavior team for intervention.

The Bridge administrator shall have final determination on any attendance issues.

School Closings

School closings due to inclement weather or mechanical failure are announced on radio stations WHMI (93.5 FM), WJR (760 AM), and BAS website.

Lunch Policy

Parents can sign their student out to take him/her to lunch during lunch time 11:19 -11:45. If a student is late returning they will be marked tardy or absent depending on the amount of time missed from class.

OR

Parents can drop lunch off in the office for their student during lunch time. If lunch is dropped off early the student can pick it up during lunch time only. If lunch is dropped off late, the student will have to eat in the office. Students are not permitted to eat lunch in their 4th period class. Student will be marked tardy or absent depending on the amount of time missed from their class.

Students are NOT allowed to order Doordash, Ubereats, etc.

****Students that are 18 years old or older are not allowed to sign out to go to lunch.***

Transportation Safety Rules and Consequences

Philosophical Basis

Brighton Area Schools provides transportation for students. This includes transportation to school and transportation from school. The district's goal is to ensure that every student has access to an education equally.

Student Rights

All Brighton Area Schools students have the right to safe transportation to and from school.

Student Responsibilities

Students are responsible for:

1. Following all transportation safety rules and being aware of the consequences.
2. Being aware of the consequences for misconduct on the bus.
3. Being aware of the appeal process and restrictions.
4. Following the student driving regulations.

School Buses

The Brighton Area Schools wish to provide safe and efficient transportation to and from school and to co-curricular activities when needed. This requires cooperation and open communication between students, staff, parents and/or guardians and administration. The policies and procedures adopted by the Board include direct communication between the driver and the home that are explained below. Levels of disciplinary consequences may be skipped in situations where behavior has been severe. Transportation and school rules, along with their consequences, apply to co-curricular trips taken by students as well. Students must remember that transportation is a privilege for all to enjoy if they observe proper behavior.

School Bus Rules

The following rules have been adopted by the bus drivers and the administration as being necessary for the safety of the students and the maintenance of the buses.

1. The Board of Education discipline codes as stated in the Student – Parent Handbooks are in effect on the bus.
2. The driver is in full charge of the bus and students. Students must obey the driver. On field trips, the teacher, sponsor, or coach is in charge of student discipline.
3. Students must be on time to the bus stop; the bus will not wait for those who are tardy. It is suggested that students arrive at their bus stop at least five minutes ahead of the scheduled pickup time.
4. Students must stand six (6) feet off the road in front of the bus and are to wait for the driver's signal before crossing.
5. Students are to always cross the road in front of the bus and to wait for the driver's signal before crossing.
6. Students are to board the bus in an orderly manner.
7. Students are to remain seated at all times.
8. Students are to keep their arms and head inside of the bus windows. Bus windows will

- be no lower than half way down on school property.
9. Outside of ordinary conversation, classroom conduct is to be observed.
 10. The driver has the right to assign students to certain seats to promote order on the bus.
 11. No eating, drinking, spitting, using or possessing tobacco or illegal substances, or weapons (or dangerous objects) are permitted.
 12. Complete silence must prevail at railroad crossings. Public Act 187 mandates this.
 13. Students must have written permission from their parent and/or guardian and the principal's office to get off the bus at any place other than their designated bus stop, or to ride a different bus.
 14. Parents and/or guardians of students who vandalize buses in any way will be required to pay for the damage.
 15. Recreational items are not allowed on the bus. For example (but not limited to): skateboards, hockey sticks, golf clubs, etc.
 16. No live animals are permitted on busses.
 17. All items carried on the bus must fit on the student's lap.

Consequences for Misconduct on the Bus

The driver has the authority to impose discipline at a higher level if the behavior warrants. The driver may also, at their discretion, repeat a level. *Intervention:* The bus driver will warn the student that his/her misconduct will not be tolerated. The driver may also have a conference with the student on the bus or give the student a different assigned seat. A phone call may be made to the parent and/or guardian.

- Level 1* A GREEN ticket will be issued to the student and sent home to the parent/guardian, with a copy to the principal. The ticket will contain a description of the misconduct. The student will not be allowed to board the bus again until the ticket is signed by the parent and/or guardian and returned to the bus driver by the student.
- Level 2* A YELLOW ticket will be issued to the student and sent home to the parent/guardian, with a copy to the principal. The ticket will contain a description of the misconduct. The student will lose his/her bus privileges for up to three (3) days. The ticket must also be signed by the parent and/or guardian and returned to the driver.
- Level 3* Additional offenses shall result in the issuance of PINK tickets, with bus suspensions of greater duration, up to and including suspension for the balance of the school year. Whenever a bus driver issues a Bus Violation Ticket, or a Notice of Suspension, the driver will make one documented attempt to contact the parent or guardian. It is also the responsibility of the student to notify his/ her parent or guardian of the ticket and/or suspension. Suspensions greater than three (3) days will be handled by building administration.

Appeal Process and Restrictions

Because of the safety-sensitive nature of school bus transportation, the bus driver is vested with discretion to issue tickets and suspend students from the bus. In the event a student is suspended from the bus more than six (6) days in one semester, the parent and/or guardian

may request a conference with the driver and Director of Transportation to discuss the suspensions. During the conference and based on mutual agreement, the parties may alter the most recent discipline and establish a long-term behavior plan to address the concerns of the parent and/or guardian and driver.

There shall be NO APPEAL of bus suspension that does not exceed three (3) consecutive school days. In the case of a suspension from the bus that exceeds three (3) consecutive school days, a parent or guardian may appeal the suspension to the Bus Safety Appeal Committee. To make an appeal, the parent or guardian must contact the Transportation Office (810-299-3890) within 24 hours (with the exception of weekends) of the notice of suspension.

The Transportation Director will determine whether the student may continue to ride the bus during the time the appeal is being considered.

The Bus Safety Committee shall be convened within two (2) scheduled school days of the request for appeal. The Committee membership shall include the Transportation Director or his/her designee, the bus driver recommending the suspension, the building principal or his/her designee and two (2) other employees appointed by the principal. The student's transportation discipline record will be reviewed during the appeal along with other student records that may assist the Committee in reaching an informed decision. All appeals will be heard weekdays between 10:00AM and 11:00AM. The decision of the Bus Safety Committee *is final* and may not be appealed to any other level.

Student Driving Regulations

1. Driving to school is a privilege. All students driving to school are subject to The Bridge Parking Rules and Regulations and all other conditions specified on The Bridge Parking Application Form.
2. School personnel may revoke driving privileges if a student's driving actions appear detrimental to the safety of self or others.
 - a. Driving privileges may also be revoked if student drivers are frequently tardy.
3. Cars should be locked at all times.
4. Vehicles are not to be used by students for any purpose during the school day except:
 - a. with a pass from the office
 - b. for class activities
5. Vehicles are off-limits during the school day.
6. Vehicles are not to interfere with the buses at any time.

For further information, please refer to Board Policy 5803: Student Driving and Parking.

School Use and Policies

Student ID

Students are required to have a picture taken every year for their student ID. Students may be required to show schools IDs to gain entry into extracurricular activities. Lost, stolen, or damaged IDs will be replaced at student expense.

Visitors/Volunteers

Upon entering the building, all visitors must report to the high school office. Students may not have visitors in the classroom. Visitor passes are required for non-Bridge Alternative High School students who will be attending Homecoming, Winterfest, Prom or other special programs.

Please refer to Board of Education Policy 3105: Visitors and Volunteers for further information.

Unauthorized Person

The administration or staff members have the right to seek the immediate removal of unauthorized persons from school property. An unauthorized person is one who does not have lawful business to pursue at the school or who acts in a manner that disrupts or disturbs the normal educational function of this institution. This includes students who are under suspension or expulsion and awaiting readmission. The administration or staff members have the authority to forbid any unauthorized person from entering school property. This includes all school-related activities. If an unauthorized person has been barred by the administration or staff members, s/he is subject to immediate arrest if s/he fails to leave or returns after being barred. Furthermore, the administration or staff members may ask for identification from any person and inquire as to the reason for their presence on school property.

Students In The Building Outside Of The School Day

Students arriving prior to the start of school or staying on school property after school hours are expected to behave in an appropriate manner at all times. Failure to do so may result in disciplinary action, or in the student's access to the building being restricted to the instructional day.

Posters And Publicity

Posters placed in the designated locations in the building may publicize various school activities. These posters must be approved by an administrator before posting. As soon as the event advertised is completed, they should be removed. Additional publicity can be arranged by a prepared news bulletin, which will be published in the daily bulletin or monthly newsletter.

Damage And Loss Fee/Materials

Students and/or parents or guardians may be charged for loss or damage to school property beyond ordinary wear and tear.

At the time textbooks are issued students will be given at least one day to determine any damages to his/her book. All damages must be noted on the textbook evaluation form. When the book is returned any additional damage to the book may result in fines charged to the student using the following list:

<i>Damage</i>	<i>Price</i>
Grossness	
Food, spittle, chew, etc. on pages	New Book/Full Charge
Pages missing	New Book/Full Charge
Spine broken	Rebind Fee
Covers	Rebind Fee
Minimal water damage	One half of Rebind Fee
Maximum water damage	Full Charge
Marks on pages.	
a) Pencil	\$0.25 each
b) Pen	\$1.00 each
c) Pen marks which reveal answer	Cost of book
d) Obscenity	Cost of book

School administration will determine the cost of books and rebind fees.

All damage and loss fees must be paid before graduation.

Textbooks and other materials assigned to students are their responsibility. The students are responsible for safeguarding these items. Students may be held accountable for materials not in their possession at the time of collection. Students may be charged the "replacement price" for any textbook not returned at the time of collection because replacement books must be ordered in June for the following year.

Nurse

A district nurse is available for emergencies and health consultations. Care beyond first aid cannot be administered. More serious matters are referred to a physician or emergency/urgent care facility.

Medication

It is the policy of Brighton Area Schools to require written authorization and instruction provided by the physician and parent or legal guardian whenever a student needs to have a prescription or an over-the-counter medication administered during the school hours. It is against school policy to allow students to possess any type of medication in school. Only medication prescribed by a physician will be administered.

Students needing to take medication during school hours are to have a signed parent/guardian medication contract and a doctor's authorization on file with the school nurse. Medication is kept in the clinic for daily or occasional use.

No over-the-counter drugs are dispensed by school personnel except as noted above.

Please see Board Policy 5703: Medications for further and more detailed information.

Accidents and Injuries

1. All school-related, including co-curricular accidents and injuries are to be *reported immediately to the office/clinic*, at which time an Accident Report will be completed.
2. Any student who is ill and needs to leave the building *must report to the office and administration will make the necessary arrangements.*
3. In case of illness or emergency, students will not be sent home unless a parent or guardian has been called or an emergency number has been reached.

In order to comply with the above, it is necessary to have an *accurate emergency card on file in office.*

Child Protection Law

According to Michigan Law, Act # 238, Public Acts of 1975, Sections 722.621 – 722.636, all school personnel must report any suspicion of child abuse. "A... school administrator, school counselor or teacher... who has reasonable cause to suspect child abuse or neglect immediately by telephone or otherwise, should make an oral report... of the suspected child abuse or neglect, to the department. Within seventy-two (72) hours the reporting person should file a written report as required in this act."

Insurance

It is the policy of Brighton Area Schools to offer for student/parent/guardian purchase Student Accident Insurance to students of the school district at group rates from a reliable insurer. We recommend this coverage for any student whose family does not have health and accident insurance or has limited coverage. The school district and its directors, employees and volunteers cannot be held responsible for student accidents on school property or resulting from school functions. Students' personal property is not covered by school insurance. This would include radios, musical instruments, or display items. Personal items are typically covered under homeowner's policies. Parents are advised to check their policies to be aware of their deductible and/or special endorsements, if any, for property that may be brought to school.

Lockers

Lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use. Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers. During a locker search, student privacy rights will be respected for any items that are not illegal or against Board Policy. Any defacing of lockers will result in Destruction of School Property.

Money and Valuables

Students should not bring unnecessary amounts of money or valuables to school. Gym and hall lockers are not good places to house these items. School insurance only covers those items owned by the school. Students bringing materials to use in class must have the permission of the instructor. In no cases, are materials to be left overnight or during vacation periods.

Emergency Procedures

Emergency Evacuation Tornado Procedures

1. The warning signal is an intermittent sounding tone.
2. At the sound of the warning signal, students:
 - will assemble in designated areas immediately.
 - will enter designated areas in complete silence, remain silent and crouch down with heads between knees, hands covering head.
3. An all clear sign
 - a. An all clear signal will be sounded to indicate the tornado drill is over and students are to return to class.

Fire Procedures

Unannounced fire drills will occur throughout the school year. The drill practice is necessary to assure the safety of everyone in the event that a real emergency ever occurs. Each school area will be posted, showing the proper exit route. Students are to follow all staff directions and leave the building quickly and quietly.

Services Available to Students

Social Work/Counseling

Services include:

- a. Academic planning
- b. Graduation requirements
- c. Career information
- d. Test interpretation
- e. Personal counseling
- f. Parent and/or guardian conferences
- g. Student support groups
- h. Mental health counseling/outside referrals

Required Testing

These tests are required of all Bridge Alternative High School students as follows: The State of Michigan requires all students in the 11th grade to take MME and M-Step, which includes reading, writing, math, science and social studies tests. Students who score at required levels on all of the tests may be eligible for scholarships to further their education at Michigan colleges/universities.

School Telephones

The school office telephones are business phones and are to be used by students only in an emergency, and with staff permission.

Lost and Found

This department is housed in the school office. All items will be kept up to one month at which time unclaimed items will be donated to charitable organizations.

Work Permits

The high school office secretaries issue working permits to students with proper credentials. Applications for working permits may be given without identification, but in order to receive the final CA-7 form, presentation of a driver's license or birth certificate is necessary.

Animals In The School

Students may not bring animals to school . If a teacher plans to keep an animal in the classroom for study and observation, parents and/or guardians will be notified of the specific animal(s) in case there is a potential for an allergic reaction or other health related reactions.

Student Network and Internet

Acceptable Use and Safety Policy - ***Please refer to BAS Board Policy 3116 District Technology and Acceptable Use for further detail.***

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of any technology equipment on District premises or at District events, or District equipment at any location (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access, to services through the Board's Internet connection, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board may use software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information and,
- C. the consequences of unauthorized access (e.g., "hacking") cyber bullying and other unlawful or inappropriate activities by students online

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response. All Internet users (and their parents and/or guardians if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers / network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not

sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use while on District premises or at District events or using District equipment, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users accessing the Internet while on District premises or at District events or using District equipment assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Director of Technology as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

Acceptable Use and Safety Agreement

To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

Use of the Internet is a privilege, not a right. The Board of Education's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

The Board has implemented technology protection measures, which protect against (e.g. block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography, or are harmful to minors. The Board may monitor online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents / guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet that the Board has not authorized for educational purposes and/or that they and/or their parents / guardians may find inappropriate, offensive, objectionable or controversial. Parents / Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Students accessing the Internet while on district premises or at district events or using district equipment assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right, that any time, to access, monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

To the extent that any student uses non-district technology services to communicate information regarding the schools or its staff or students, Board policy still applies. This includes posting information, videos, or photos on services such as Facebook, YouTube, or Flickr. Users and parents/guardians of students acknowledge that the district cannot control content posted to non-district technology services. Users and parents/guardians of students further acknowledge that the district cannot filter non-district communication services such as cellular phone networks, nor control content stored on non-district equipment.

Please complete the following information:

Student User's Full Name (please print): _____

School: _____ Grade: _____

Parent/Guardian's Name: _____

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I

understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a website hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

For my child to use District technology systems:

- I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: _____ Date: _____

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature: _____ Date: _____

Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.

The Bridge High School In Person Program

Students are expected to attend every day and abide by all district regulations and Bridge handbook policies.

The Bridge High School Online Learning - 2023-2024

Carly Evans: evansc@brightonk12.com

COURSE DESCRIPTION: In this course, students will work on their online coursework, under the guidance and supervision of the teacher. Students will learn to set goals and reflect upon their performance. Students will also learn skills that are essential to becoming a successful online learner.

CLASS EXPECTATIONS:

- Students are expected to monitor their progress and set weekly goals.
- Students are expected to take notes and keep them organized.
- Students are expected to meet contact requirements and attend on Enrichment Friday.
- Students are expected to complete the online activities in order to the best of their ability.
- Students are expected to communicate to the teacher any problems or issues that may interfere with their daily progress in class.

CLASS RULES:

- Students must follow The Bridge Alternative High School's handbook policies.
- Students are to follow the district's acceptable use policy at all times.

ONLINE LEARNING LAB GRADING POLICY: To earn a passing grade, students must use their class time wisely, earn a minimum cumulative grade of 60% on required assignments and pass their online courses.

ONLINE INSTRUCTOR AND MENTOR TEACHER:

Your online class will be taught by a highly qualified Michigan Virtual instructor. Your Michigan Virtual instructor is the content expert for your class. You will message your instructor through the SLP or using the other means of communication that your teacher has identified.

Your online learning lab teacher will serve as your online mentor teacher. The mentor teacher serves as the eyes and ears for the online teacher. He or she also serves as a primary support person for the learner and as a liaison between the online teacher and the local district and parents. Mentor teachers will monitor student progress, support students, answer questions and report the final grade.

MICHIGAN VIRTUAL ESSENTIALS COURSES:

Most credit recovery students will be taking Michigan Virtual Essential courses. Each module within your course has 3 basic parts: Pre-tests, Lessons, Unit Test. At the start of each module, you will take a series of pre-tests. Based upon the results from your pre-tests, you will be assigned various lessons to complete. Once you have completed the lessons in your module, your mentor and teacher will decide if you are ready to take the unit test. Your teacher will send your mentor the password for the unit test. You MUST take your unit test in the lab. You will have two attempts to pass the unit test. If you do not pass after those attempts, your teacher will give you further instructions, lessons or activities to complete.

ONLINE COURSE GRADE:

You will not see your online course grade in MiStar until the end of the semester. You can keep track of your online course grade on the “My Grades” page in Buzz. At the end of the semester, the online instructor will report students’ final percentages to the online mentor. The online mentor will assign the student a letter grade based on the students’ final percentage and The Bridge grading scale.

If a student fails more than 3 classes, s/he will be put on Academic Probation. The student will be required to pass 5 out of 7 classes the next semester to remain in the online program. The following semester the student will be required to pass 5 out of 7 classes. In subsequent semesters, the student will be required to pass all 5 classes unless otherwise discussed with the administration/counseling.