



**HARTLAND
CONSOLIDATED
SCHOOLS**

**ALTERNATIVE
EDUCATION**

LEGACY High School
Your **LEGACY** Begins Today

Hartland Virtual Academy
Together, We can Accomplish
VIRTUALLY Anything

Policies, Guides and Offerings

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STATEMENT OF COMPLIANCE WITH FEDERAL LAW

NOTICE OF NONDISCRIMINATION

The Hartland Consolidated School District complies with all Federal Laws, Michigan Laws, and regulations of the U.S. Department of Education. The Board of Education does not discriminate on the basis of race, color, national origin, ancestry, religion, sex (including sexual orientation or transgender identity), genetic information, disability, age, height, weight, marital status, military status, English speaking status, or any other legally protected category, in all general education, special education, career & technical education programs and activities (co-curricular and extra-curricular, including employment opportunities).

If a person believes that s/he has been discriminated/retaliated against or denied equal opportunity or access to the District's programs, activities or services, including employment, the person may contact the District's Compliance Officers located at 9525 Highland Road, Howell, Michigan, 48843:

Mr. Scott VanEpps
Assistant Superintendent of Personnel
and Student Services
810.626.2150
scottvanepps@hartlandschools.us

Mrs. Michelle Otis
Director of Community Education
810.626.2111
michelleotis@hartlandschools.us

Applicable Legislation:

- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act of 1990 (ADA) as amended
- State of Michigan Civil Rights Legislation
- Elliott-Larsen Civil Rights Act
- Persons with Disabilities Act 220 of 1976

Applicable Board Policies:

- 1422 & 1422.02
- 1623
- 2260 & 2260.01
- 1662
- 5517

ALTERNATIVE EDUCATION VISION, MISSION AND BELIEFS

VISION STATEMENT

Hartland Alternative Education's vision is to be the innovative leader in best fit education taking into consideration the child's unique strengths, interests and needs to offer versatile, twenty-first century programming to ensure every student is successful.

MISSION STATEMENT

The mission of Hartland Alternative Education is to provide academic and vocational opportunities to challenge and prepare students for post-secondary achievement.

BELIEF STATEMENTS

OUR BELIEF STATEMENTS

We believe that...

- All students can learn.
- All individuals are equally worthy.

- A safe, clean, supportive, and orderly environment is essential for effective learning.
- Success is best achieved when home, school, business, and community work together.

- It is important for students to develop a mindset of lifelong learning.
- It is important for students to develop critical thinking and problem solving skills.
- It is important for students to develop empathy, mindfulness and reflective practices.

ALTERNATIVE EDUCATION ENROLLMENT

BEST FIT LEARNING DEFINITION

Designing “best fit” or “right fit” learning programs means pairing students with the instructional delivery model that balances academic rigor, social emotional needs and next generation learning autonomy. “Best fit” learning aligning challenges conventional educational organizations, like public schools, to go beyond universal teaching platforms that force students to conform in one K12 model to achieve graduation. The strength of HCS, however, lies in the versatility of its programming ensuring more “best fits” for more learners.

When considering the instructional model most conducive to your learning style, it can be helpful to reflect on the following questions to build a “best fit” learning profile. In your learning environment are you:

- ★ Comfortable being yourself
- ★ Academically challenged to be better
- ★ Socially emotionally supported
- ★ Able to seek out extracurricular opportunities that build skill, knowledge and/or relationships
- ★ Encouraged to pursue internships, job shadows, certification programs, dual enrollment or other programs that help clarify your career plans
- ★ Expected to grow in self-management, communication and, critical thinking skills

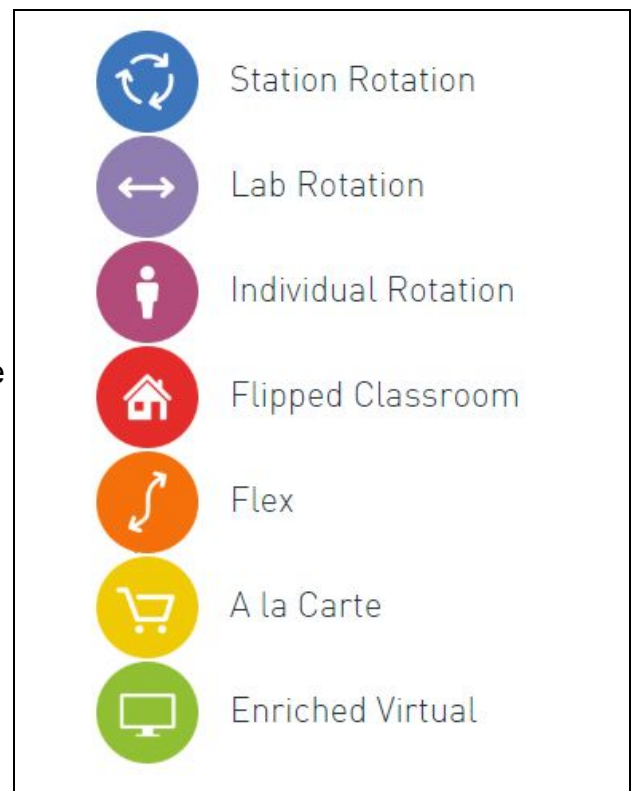
CONSIDERING “BEST FIT” EDUCATION CATEGORIES

To compliment your ideal learning profile: Consider the course delivery method that enhances your course commitment, completion and retention.

Blended Learning Programs

Blended Learning is an umbrella term that encompasses many different forms. At the most basic level, blended learning means:

1. Part of the student’s learning will take place online and give control over the time, place, path, or pace to the student
2. Part of the student’s learning will take place in a brick-and-mortar location away from home
3. The two parts of learning are interconnected to complement one another and provide an integrated learning experience.



[Clayton Christensen Institute](#)
[The Blended Learning Universe](#)

Many of the most common models of blended learning can, and do, occur in traditional K12 classrooms. The sophistication of their integration allows traditional, face-to-face teachers more classroom time to focus on small group coaching, one-on-one facilitation of skill development, and targeted individualized reteaching of standards. It is not always necessary, therefore, to switch to Alternative Education to experience the benefits of blended learning.

Often if a student wishes to experience a more comprehensive virtual classroom experience Alternative Education is the best fit learning program. Some of the more common and more comprehensive virtual scheduling options include the following:

A La Carte

Educational program in which the first portion of the student's classes are online, and the student has autonomy over time, place and/or pace that he/she completes the curriculum. The student has a weekly requirement to attend a brick-and-mortar, HESSC, lab session whereby a mentor/educator checks course progress, answers curriculum questions, and helps with any other student issues or concerns. Students are welcome and encouraged to attend more lab sessions in a week; however, are only required to attend one.

The second portion of the student's schedule **blends** the online curriculum with classes delivered in a brick-and-mortar location, HESSC, capitalizing on a traditional model of face-to-face learning.

- The division of courses is typically 4 online (core subjects) and 2 face-to-face (electives); however, other splits are available.

Enriched Virtual Learning

Educational program in which the student's classes are online, and the student has autonomy over time, place and/or pace that he/she completes the curriculum. The student has a per course requirement to attend brick-and-mortar school, HESSC or HHS, on designated days whereby the educator **enriches** the online content with instructional best practices. Students can take as many enriched virtual learning courses as they wish. Attendance is required on the designated days; however, so it is critical for a student to note that course instructors are not required to align meeting days for individual students.

- Course instructors can choose weekly or biweekly meeting schedules
- Classes and/or mentors can collaborate to align students face-to-face day; however, it is not required
- During the face-to-face days teachers/mentors can, but are not limited to, giving assessments, curriculum notes, constructing labs, answering questions, working individually or in groups

Fully Online Learning

Educational program in which **all of** the student's classes are online, and the student has autonomy over time, place and/or pace that he/she completes the curriculum. The student has a weekly requirement to attend a brick-and-mortar, HESSC, lab session whereby a mentor/educator checks course progress, answers curriculum questions, and helps with any other student issues or concerns. Students are welcome and encouraged to attend more lab sessions in a week; however, are only required to attend one.

ENROLLMENT PROCESS

To make a right fit pairing, the Alternative Education entry process involves:

1. Scheduling an interview with the student, administrator and parent team. During the interview, the team
 - a. Discusses student strengths, interests and any issues to traditional school settings
 - b. Current academic standings, Michigan Merit Curriculum expectations for graduations
 - c. Post-Secondary plans and high school goals
 - d. Physical and mental health wellbeing
 - e. Credit comparison and transfer options
 - f. All program expectations
2. Administrator recommendation for HCS Alternative Education program in LEGACY, HVA, or return to current program/school
3. Student/family can accept, or request time to think about placement
4. Upon acceptance all enrollment paperwork is completed, the building is toured if desired, and technology (username and passwords) are created.

**** Note:** Some students may have a meeting with their current district, with a separate building administrator or counselor, or with a special education team in which information including the number for scheduling or website for this program was provided. Those meetings are not mandatory and are not in lieu of a meeting with an HCS' Alternative Education administrator. Acceptance is not guaranteed as a result of meetings scheduled without the presence of the Alternative Education principal.

****Note:** Students outside the Hartland Consolidated District are encouraged to bring all current paperwork to enrollment interviews including but not limited to birth certificates, transcripts, proof of residency and immunization records.

ALTERNATIVE EDUCATION PROGRAM REQUIREMENTS

GRADUATION: REQUIREMENTS

Graduation requirements for Alternative Education students, all LEGACY and HVA learners, shall be established by the Board of Education.

To be eligible for graduation from HCS Alternative Education, a student must:

1. Meet the minimum attendance requirements
2. Successfully complete 22 credits while in grades 9-12
3. Complete the Michigan Merit Curriculum distribution requirements
4. Participate in all required state testing cycles including but not limited to: MME/MI Access, PSAT 9/10, SAT. (In extreme cases students may petition for the retesting period in their senior year to count for this requirement).
5. Maintain an EDP, Educational Development Plan, that promotes post-secondary planning

Meeting Michigan Merit Curriculum distribution requirements ensure academic rigor for all learners, and the standards have been adopted by the State of Michigan to be applied by all public schools. Moreover, this framework serves as a basis of equitable instruction for all HCS students and thereby is the foundation and substantiation of the identical diplomas they earn.

Substitutions and explanations of courses follow the outline.

MICHIGAN MERIT CURRICULUM DISTRIBUTION REQUIREMENTS

Credit/subject	Subject	Suggested Year	Course
4	English	Freshmen SM 1	English 9 A
		Freshmen SM 2	English 9 B
		Sophomore SM 1	English 10 A
		Sophomore SM 2	English 10 B
		Junior SM 1	English 11 A
		Junior SM 2	English 11 B
		Senior SM 1	English 12 A
		Senior SM 2	English 12 B
4	Math	Freshmen SM 1	Algebra I A
		Freshmen SM 2	Algebra I B
		Sophomore SM 1	Geometry A
		Sophomore SM 2	Geometry B
		Junior SM 1	Algebra II A
		Junior SM 2	Algebra II B
		Senior SM 1	*Senior Math
		Senior SM 2	*Senior Math
3	Science	Freshmen SM 1	Biology A
		Freshmen SM 2	Biology B
		Sophomore SM 1	Earth Science A
		Sophomore SM 2	Earth Science B
		Junior SM 1	Chem OR Physics A
		Junior SM 2	Chem OR Physics B
3	Social Studies	Freshmen SM 1	World History A
		Freshmen SM 2	World History B
		Sophomore SM 1	US History A
		Sophomore SM 2	US History B
		Junior SM 1	Government
		Junior SM 2	Economics

Credit/subject	Subject	Suggested Year	Course
Credit Option 2 1	*World Lang	Freshmen SM 1	Lang I A : Span. Fre Ger ASL Oth
		Freshmen SM 2	Lang I B : Span. Fre Ger ASL Oth
		Sophomore SM 1	Lang II A : Span. Fre Ger ASL Oth
		Sophomore SM 2	Lang II B : Span. Fre Ger ASL Oth
Credit Option 2 1	*VPA	Any SM 1	
		Any SM 2	
		Second VPA only if swapping Any semester	
1	Physical Ed & Health	Freshmen SM 1	Physical Ed
		Freshmen SM 2	Health
0.5	*OLE	Any	

1. Advanced Placement courses are available in a multitude of the core courses. AP courses are acceptable credit progression replacements for standard courses. Example: Junior year Government could be replaced with AP US Government and Politics.
2. It is suggested for college bound students to complete 2 full years (4 semesters) of a World Language. This suggestion is made on the recommendation of college admissions programs.
3. Michigan allows for choice: complete either 2 World Language credits and 1 VPA credit (Visual Performing Arts) or 1 World Language credit and 2 VPA credit (Visual Performing Arts)
4. Visual Performing Arts is a set of standards incorporated in many courses and aims to “involve...innovation, problem solving...skill development, creation, presentation...reflection, in the artistic/creative process” for real world applicability. VPA credit can “double dip” fulfilling this requirement and another. Example: A student that takes LEGACY Leadership can mark both VPA and World Language from the distribution requirement list.
5. Online Learning Experience is a set of standards incorporated in many courses and “prepares [students] for demands they will encounter in higher education, the workplace, and lifelong.” OLE credit can “double dip” fulfilling this requirement and another. Example: A student that takes online Spanish II A can mark both OLE and World Language from the distribution list.

ALTERNATIVE EDUCATION GRADUATION

EARNING A HARTLAND CONSOLIDATED SCHOOLS DIPLOMA

HCS Alternative Education prides itself in the versatile educational paths it creates for students to achieve a high school diploma. Upon completion of graduation requirements, and adherence to behavioral standards equal to students on HCS' other campuses and in HCS' other programs, students of LEGACY High School and Hartland Virtual Academy:

- Earn a Hartland Consolidated Schools Diploma
- Walk at HCS Commencement (EMU Convocation or other venue)
- Participate in a School Board distinguished Alternative Education Graduation Ceremony

Diplomas from HCS Alternative Education

- Do NOT differ in size, color, wording, cost or other aesthetic features from HHS
- Do NOT differ in applicability to college or career applications
- Do NOT differ in merit toward scholarships, FAFSA qualifications, TIP or other post-secondary financial access

G.E.D. AND/OR ADULT EDUCATION

Neither HCS Alternative Education schools currently offers an academic path to prepare for high school equivalency (GED) tests.

Alternative Education, in alignment with HCS guidelines, does not permit the enrollment of a student past his/her twentieth birthday. If a student turns twenty during the academic calendar, he/she will continue through the remainder of that year. Even if graduation requirements have not been fulfilled at the school year, the student cannot continue studies once he or she has aged out. Any exclusion to this precedent would need to be appealed to and approved by the superintendent.

LIVINGSTON EDUCATIONAL SERVICE AGENCY (LESA): Adult education programming is provided through LESA. They are the student achievement support center for the five public school districts and two public school academies in Livingston County and are located in Howell, MI.

The Adult Education Program creates an avenue for eligible adults to work on improving basic mathematics and/or reading skills, complete courses to obtain their high school diploma, or prepare

for the high school equivalency (GED) tests. LESA's also has an adult high school completion program that is made possible through its partnership with Hartland Consolidated Schools. Hartland Consolidated Schools issues diplomas for students who complete the necessary requirements.

ALTERNATIVE EDUCATION SELECT CREDIT OPPORTUNITIES

HIGH SCHOOL REQUIREMENTS IN MIDDLE SCHOOL

Middle school students earning credit in classes that meet Michigan Merit Curriculum and/or Hartland Consolidated Schools requirements for graduation will:

- Have scores recorded on transcripts
- Have **satisfied** the MME requirements and be permitted to take other subject area courses in lieu of the course taken in middle school
- Classes will not be counted in the student's overall GPA (only courses taken 9-12 grade can factor in cumulative GPA and class ranking)
- Classes will not earn credits toward graduation (only courses taken 9-12 can build high school credit accumulation)

Example: A student takes Algebra 1 A and Algebra 1 B while in eighth grade. This student will still need to accumulate 4 credits (8 semesters) of math in the four years of high school. However the student will be able to pursue higher levels of math courses that are tailored to the student's career paths by satisfying MME requirements earlier.

MICHIGAN MERIT CURRICULUM DISTRIBUTION REQUIREMENTS					
Credit/subject	Subject	Suggested Year	Course	Met	Need
4	Math	8th Grade	Algebra I A	✓	
			Algebra I B	✓	
		Freshmen SM 1	Geometry A		✓
		Freshmen SM 2	Geometry B		✓
		Sophomore SM 1	Algebra II A		✓
		Sophomore SM 2	Algebra II B		✓
		Junior SM 1	Choice		✓
		Junior SM 2	Choice		✓
		Senior SM 1	*Senior Math		✓
		Senior SM 2	*Senior Math		✓

TESTING OUT OF A CLASS

Testing out is not, and should not, be considered “self-study” courses. Instead, by definition, testing out means the student believes that he/she is proficient in standards covered in that class and can pass an assessment proving so, without instruction.

Testing out, among other options, gives a student the opportunity to:

- Advance in a course sequence accelerating to higher levels faster by skipping a level
- Pursue unique interests in curriculum areas that would otherwise be limited by necessary requirements
- Satisfy MME requirements for a course where credit was lost as a result of attendance rather than understanding
- Satisfy MME requirements for a course that an upperclassmen has already accelerated past but is needed to meet graduation requirements

No matter the purpose, **all students must earn a 2.3 (C+) or better to pass the class**. Students who successfully pass, demonstrating proficiency in the course standards, will receive graduation credit only if the class is a MME course. For classes that are non- Michigan Merit Curriculum courses, students will earn credit and satisfy prerequisite obligations allowing for the student to move on to the next course in a sequence; however, credit toward graduation will not be awarded.

Example A: A student takes the test out for Algebra 1 A upon transferring to Alternative Education in his junior year. He has completed Algebra 1 B and the Geometry sequence. He is confident that he knows the content of Algebra 1 A and takes and passes the course. Because Algebra 1 A is a MME requirement for graduation, and he passes with a C+ or better, the student would have his transcript marked with both the passing grade and the .5 credit toward graduation.

Example B: A student takes the Intro to Art test out as her passion for the arts and dedication to the craft for many years shows in her knowledge of the subject matter. She passes the test out. Because Intro to Art is not a MME requirement for graduation, the student would have her transcript marked with the passing grade and be permitted to jump to the next level of art studies; however, credit toward graduation would not be earned.

PROCESS OF TESTING OUT

Test-outs are available annually at the end of second semester. Registration for test out must be completed prior to the posted deadline and can be completed in the Alternative Education office.

Test-outs are also possible as part of the Alternative Education Enrollment meeting process.

Administration, after examining the student's transcript, will determine if the student is eligible to take a test-out, and ask if the student would like to schedule an exam time.

ALTERNATIVE EDUCATION SCHEDULING

GENERAL GUIDELINES

Enrollment

1. Every student, face-to-face or virtual, must be enrolled for a full roster of credits (6 classes) each semester
 - a. Exceptions: Only documented medical, mental or other health reasons that would necessitate a reduced schedule, and have doctor authorized proof thereof, can apply for a reduced course schedule. Applications must be approved by the superintendent or designee.
2. Traditional model, face-to-face, learners must be enrolled in a class prior to the ninth week to receive credit for the semester.
 - a. Exceptions: Few reasons occur that warrant moving a student into or between classes past the midpoint of the semester and include the necessity to change level, e.g., Honors Chemistry to Chemistry or a new transfer into the district.
3. Virtual students must complete all work within the confines of HCS designated semesters. Classes will remain open for students throughout the entire term; however, courses that fail to meet the threshold of passing, 61%, at the end of the semester will be reported as “E”s on transcripts.
4. A student may choose to enroll in additional courses above the full roster for any of the following reasons:
 - a. Remediation: to recover the credits lost in previous semesters due to failure or time away from school
 - b. Reparation: to recover the credits for late entry into high school that would set a student back on track with his/her biological age group
5. Enrollment in additional courses past a typical semester roster will:
 - a. Require that semester’s core subjects to be completed
 - b. Cannot be started later than one month prior to the end of the semester
 - c. Cannot exceed a semester’s worth of courses (6); student’s semester total thereby equaling 12 classes respectfully
 - d. Must follow curriculum placement guidelines
6. Students will first be enrolled with vendors that offer grade level appropriate, content specialist, and highly qualified, teacher administered courses.

PROGRAMMING AND CURRICULUM

HCS Alternative Education wishes to create a best fit schedule that balances academic rigor with opportunity for personal exploration. To accomplish this objective:

1. Alternative Education students have access, and are encouraged, to participate in any of HCS Partnering Programming including but not limited to:
 - a. Dual Enrollment in College Courses
 - b. Career and Technical Education (CTE) programs commonly referred to as Share-time Programs
 - c. Livingston County Early College Program (EMC)

(For program descriptions and requirements, refer to exclusive sections available on the website)

2. Alternative Education capitalizes on various vendors to supply its online programming and create best fit schedules.
 - a. Vendors are largely asynchronous: meaning students learn the same material at different times and locations from other learners and from the educators delivering instruction, providers of curriculum.
 - b. Vendors design self-paced curriculums: meaning entire course materials, including assignments and exams, are completely available as soon as the course begins. Courses show pacing indicators for graded assignments but not due dates, and students work at their own pace.
3. At least one vendor will be available for annual scheduling. Students will experience courses with:
 - a. State of Michigan highly qualified content specialists
 - b. Teacher administered, web-based modules that are still student paced as opposed to due date paced.
 - c. Assignment feedback and content mastery feedback from educator specialists.
 - d. An additional teacher mentor (this lab mentor is in conjunction with the other educators) that can aid with subject matter, technology, or general questions during lab.
4. At least one vendor will be available for credit recovery purposes. Students taking course(s) from the credit recovery vendor:
 - a. Attempted the curriculum for a full semester in another setting - includes prior district, school or virtual program and failed to earn credit.
 - b. Experience a uniform yet standards-based curriculum that is a series of self-paced, web-based modules. The curriculum requires content mastery in the form of

assessment achievement scores to progress; however, there are no real time content educators providing assignment feedback to students.

- c. Students will have a teacher mentor that can aid with subject matter, technology, or general questions during lab.
5. Some courses will be available in an “Enriched Virtual” format. Students taking courses will experience:
- a. Hartland Consolidated District, State of Michigan highly qualified content specialists
 - b. Teacher administered, web-based modules that are still student paced as opposed to due date paced for 90% of the curriculum.
 - c. On campus requirement of once per week, 10% of curriculum, with the content educator. During the face-to-face days teachers/mentors can, but are not limited to, giving assessments, curriculum notes, constructing labs, answering questions, working individually or in groups
 - d. Assignment feedback and content mastery feedback from educator specialists.
 - e. There is no lab requirement for Enriched Virtual courses; however, students required to attend can work on the course during lab times.

ADD/DROP POLICY FOR ONLINE COURSES

HCS Alternative Education wishes to make a best fit schedule for every student. Moreover, Alternative Education would like to promote students' courage to try courses outside past practice or comfort curriculum. Concurrent with that ideology, is the necessity that Alternative Education recognize licensing, instructional and other expenses are incurred at the time a refund deadline is reached. Therefore students will need to adhere to the following add/drop policies:

1. A set window of time, no less than two weeks but no more than three weeks from the start of the semester will be allotted for students to request their online course schedule change.
 - a. Reasons for change can include (but are not limited to):

Type	Example
Course did not present like the description implied	Social Media was the title of the course, and you thought you would be texting not writing essays about texting
Level difficulty	Honors Chemistry to Chemistry
Prerequisite not met	Algebra II and Chemistry is needed but you only had taken Algebra II
Tried something new	And I just don't like it

2. It is the student's responsibility to refer to the enrollment calendar deadlines, available on the Alternative Education and District Websites, for cancellation and modification deadlines as the dates vary from academic year to year.
3. Students will not be permitted to drop or modify courses past deadline.

ALTERNATIVE EDUCATION GRADING GUIDELINES

GRADING SCALES

Standard Grading Scales:

Hartland uses a 4.0, non-weighted grading system for non-Advanced Placement courses:

A	= 4.0	B	= 3.0	C	= 2.0	D	= 1.0
A-	= 3.7	B-	= 2.7	C-	= 1.7	D-	= 0.7
B+	= 3.3	C+	= 2.3	D+	= 1.3	E	= 0.0

Hartland uses a 5.0, weighted grading system for Advanced Placement courses:

A	= 5.0	B	= 4.0	C	= 3.0	D	= 2.0
A-	= 4.7	B-	= 3.7	C-	= 2.7	D-	= 1.7
B+	= 4.3	C+	= 3.3	D+	= 2.3	E	= 0.0

Ancillary Grading Scales:

Hartland may use other letter marks to indicate student mastery on progress reports or transcripts:

Letter Mark	Definition	Graduation Credit Impact	GPA Credit Impact
CR		Credit	Not Impacted
I	Incomplete Course	No Credit	Not Impacted
F	Failed Course	No Credit	Not Impacted
NC	No Credit (Result of Attendance)	No Credit	Not Impacted
P	Passed Course	Credit	Not Impacted
S	Satisfactory Progress, Passing	No Credit	Not Impacted
U	Unsatisfactory Progress, Not Passing	No Credit	Not Impacted
W	Withdrawn From Course	No Credit	Not Impacted

NOTES:

1. There are no numerical values associated with any of the ancillary marks; therefore, GPA is not changed.
2. Courses will appear as a "W" withdrawn if a student leaves the HCS district.
3. Courses withdrawn during the add/drop period will not appear on the student's transcript.
4. Courses, including dual enrollment, withdrawn from after the add/drop period may incur a fee.

FACTORING SEMESTER GRADE POINT AVERAGES (GPA)

Students earn a numerical value for each letter grade given in a course. The total of the grade points is then divided by the total number of classes taken in that semester. This total becomes the student's grade point average, or GPA, for that individual semester.

Class	Grade	Honor Points
AP Psychology	A	5.0
English 11 A	B	3.0
American Government	B-	2.7
Art I	A	4.0
Honors Chemistry A	C+	2.3
Algebra II A	E	0.0

17.0 honors points divided by 6 classes = 2.83 or a B- GPA

FACTORING CUMULATIVE GRADE POINT AVERAGES (GPA)

Both a semester grade point average and a cumulative grade point average will appear on permanent academic records (transcripts). After the first semester of high school, the semester and the cumulative grade point average will not, most likely, be numerically identical.

As students progress through high school semesters, the cumulative grade point is factored by dividing the total number of points earned from all high school courses by the total number of courses taken. Cumulative GPA is often used for college applications during the fall of the senior year.

ACADEMIC PROBATION

ACADEMIC GOOD STANDING POLICY

While it is the attempt of HCS, and Alternative Education, to create best fit learning matches for every child, sometimes academic struggles still occur. If a student in the fully virtual program falls out of academic good standing, he or she will be placed on academic probation.

$$\begin{array}{c} \star \text{ Academic Good Standing} \\ = \\ \star \text{ Passing 5 of the 6 previous semester classes} \end{array}$$

The Academic Good Standing Policy exists:

- To help such students reflect on challenges and pressures that may affect grades
- To establish standards of satisfactory academic progress toward the goal of graduation
- To create a strategy for success moving forward

If a student does not meet the standards listed above, that student is placed on academic probation for a semester. Semester is defined as fall or winter term.

Academic Probation includes:

- A meeting between the student and Alternative Education principal
 - During the meeting a contract is signed including but not limited to: A. Academic Intervention Strategies and B. Acknowledgment of Probationary Period and possible Program Dismissal/Transfer
- One semester trial period whereby the student has the opportunity to earn academic good standing by passing meeting the stated criteria.
- Notice of academic probation sent to parent/guardian

After the semester probation:

- ★ When the student successfully redeems academic good standing, he or she can continue to schedule fully online rosters.
- ★ If the student does not achieve academic good standing, he or she will be dismissed from fully online course scheduling and recommended for a program/school transfer including, but not limited to: LEGACY High School

ATTENDANCE PROBATION

ATTENDANCE GOOD STANDING POLICY

HCS, and Alternative Education, recognizes that online learning, though invigorating, challenging and autonomous, can lend to feelings of being overwhelmed and/or isolationism which then can spiral to academic struggles. To combat these antecedents of poor academic performance, HVA has implemented a comprehensive network of supports. Yet all the supports still require one student element, attendance, and necessitate an attendance policy.

★ Attendance Good Standing

=

★ 15+ of the 18 weeks in a semester with logged communication

The Attendance Good Standing Policy exists:

- To establish accountability for satisfactory academic progress toward class completion and the goal of graduation
- To build social emotional skills and relationships that foster lifelong collaboration skills and growth mindsets
- To create a success strategy for moving toward graduation

If a student does not meet the standards listed above, that student is placed on attendance probation for a semester. Semester is defined as fall or winter term.

Attendance Probation includes:

At 12-14 weeks of the 18 weeks in a semester with logged communication/attendance

- A conference/meeting between the student and his/her mentor will be documented
 - During the meeting a contract is signed including but not limited to: A. issues causing communication/attendance issues and B. Acknowledgment of Attendance requirement
 - The principal and parents are notified of the meeting

At or below 11 weeks of the 18 weeks in a semester with logged communication/attendance

- The mentor will refer the student to the principal that will conference with the student
 - During the meeting the student is placed on a one semester trial period whereby the student has the opportunity to earn attendance good standing by meeting the stated criteria.
- Notice of attendance probation sent to parent/guardian

What qualifies as good/acceptable attendance and/or logged communication?

1. Physical Attendance is always the preferred communication method. HVA prefers to see its students once a week in the Computer Lab of their choosing. We offer a host of options in a given week. From variances in time to accommodate schedules to posting which subject specific certified experts are running lab each day to help you with the curriculum you need most assistance with, there is surely a time that can fit. Students are welcome to come to as many computer labs as they would like or need in a week.
2. An email or telephone call will also constitute positive communication. While this form of communication cannot be used every week, the reality of sickness, appointments and other life events occur. If the student responds with acceptable communication criteria, this manner of communication can be accepted.
3. Office Hours or other pre-arranged meetings via zoom or Google Meet. Similar to the physical attendance, students have the availability to connect with their mentor during office hours over virtual meetings.

What qualifies as good/acceptable communication criteria?

No matter the medium of delivery, physical attendance, email, telephone, or virtual meeting the student and mentor must discuss matters related to course content. While they mentors and students will more than likely discuss all relevant issues impacting student achievement it is critical that students take the onus to report their progress, content difficulties, successes or other as it relates to a virtual course on the pupil's schedule.

Not Acceptable Would not count for HCS or the State of Michigan	Acceptable
<p>Mentor: Good Morning. How are you? Were you successful in figuring out your thesis statement for your informative paper?</p> <p>Student: Good - thanx</p>	<p>Mentor: Good Morning. How are you? Were you successful in figuring out your thesis statement for your informative paper?</p> <p>Student: Good - I really like my topic on rainforest depletion, and I am working on the rough draft. Maybe next week you could look it over and give me improvement suggestions during lab time.</p>

ALTERNATIVE EDUCATION TECHNOLOGY

DEVICE LOANING

Alternative Education, through HCS, loans chromebooks, graphing calculators, jet packs or other technology resources needed to support curriculum and learning.

Devices will be available on a first come first serve basis in the Alternative Education office, and a Loan Agreement Form must be filled out by both the student and parent. This agreement form is in addition to the Acceptable Use Policy all Hartland Consolidated Schools students sign at the start of each year.

The Loan Agreement among other items asks parents/guardians in collaboration with Alternative Education, to stress how important it is to take good care of devices and behave appropriately when interacting with others digitally. Moreover, the agreement asks to commit to the safeguarding and return of the device each school year and has liability statements in the event of damage. These rules are necessary to protect the device, the school network and ensure that the technology serves as an effective instructional tool that enhances education.

The Loan Agreement is also available on the website.