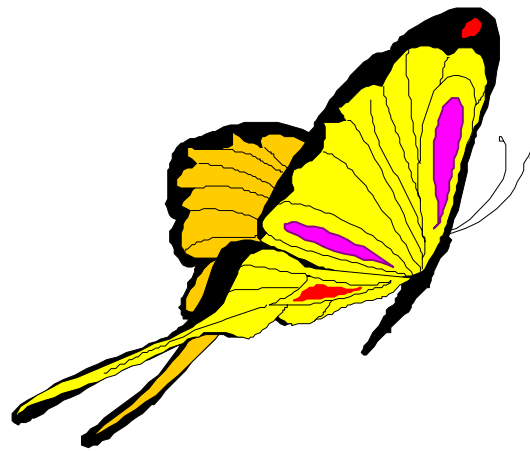


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**Independence  
Achievement  
Character**

**2006-2007**



**1223 E. Square Lake Road  
Bloomfield Hills, MI  
48304-1544  
Telephone: 248.341.5985  
Fax: 248.341.5998**

**BLOOMFIELD HILLS ALTERNATIVE HIGH SCHOOL  
1223 East Square Lake Road  
Bloomfield Hills, MI 48304-1544**

**Telephone: 248.341.5985    ■    Fax: 248.341.5998**

**Bill Boyle..... Principal/Teacher  
Deanna Vetrone..... Teacher  
Karen Roland..... Teacher  
Cullen Murphy..... Teacher  
Gail LePage..... School Social Worker  
Rosalie Burnett..... Paraeducator**

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**2006-2007  
HANDBOOK**

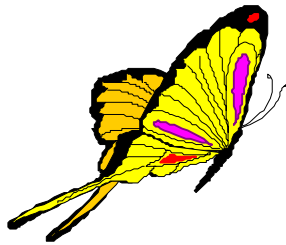
**Bloomfield Hills**

**ALTERNATIVE HIGH SCHOOL**



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**Our mission at  
Bloomfield Hills  
Alternative High School  
is to immerse ourselves  
in the struggle toward  
independence,  
achievement,  
and character.**



Alternative High School  
Bill Boyle • Principal

Dear Student:

Welcome to Bloomfield Hills Alternative High School. Though small in size, our mission statement houses three components large in stature. Independence, achievement, and character are intertwined, and the attainment of one frequently leads to the gaining of another.

The students who walk through the doors of our school do so for various reasons, all of which hold importance. What is most important, however, is that you have made a decision to rededicate yourself to the future. I can't think of a better place to start the day than at our farm setting, and my wish is that through the course of time you will absorb the culture and be awed by the farm's natural wonders.

Know that our staff respects and values you as a person and we enter our new relationship with enthusiasm and optimism. You have my assurances that your journey will be met with dignity and purpose.

Sincerely,

*Bill Boyle*

Bill Boyle  
Alternative High School Principal

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## **DESCRIPTION OF THE ALTERNATIVE HIGH SCHOOL PROGRAM**

### **□ CORE BELIEFS**

- **Relationships are primary, particularly in this setting. We must be sensitive to obstacles to establishing relationships, and this means sensitivity to unnecessary power struggles that impede the formation of positive relationships.**
- **Student choice facilitates engagement and offers a sense of power to students. Because reengagement in the process of school is primary to our mission, offering choice is essential.**
- **All kids learn at different rates. An alternative setting needs to structure the delivery of curriculum around this concept.**
- **The delivery of our curriculum must offer a significant departure from what our clientele has already experienced and failed.**
- **Part of our mission is in helping kids in establishing independence. In order for them to do so, they need to make choices that allow them to practice independence within an environment made safe for doing so.**
- **Size matters. We maintain a low student/teacher ratio.**

### **□ So WHAT?**

**At Alternative we take away the concept of time as much as possible, and tie students' movement toward graduation to their rate of learning and production of evidence of this (i.e., rate of learning + effort = success), rather than the moving by artificial constraints established by "semester" length courses (being in class + time = a ½ credit).**

**As a means of doing this, our curriculum is delivered individually. Students work through course curriculum involving readings/activities/experiences pre-established by the teachers. Student progress toward graduation will be determined by effort. Within this structure, student choice is optimized and teachers tailor the delivery of curriculum to meet the needs of each student. The locus of control for progress, along with responsibility that comes with it, is placed upon each student.**

## □ DAILY STRUCTURE

### ■ Morning:

This is a time that students work individually. They choose, with the guidance of a staff member, which classes to work on, and how much time will be spent on each area. Their daily and weekly choices will be determined along the guidance of a teacher through the process of goal setting.

### ■ Afternoon:

Afternoon options have been developed in order to offer students meaningful and relevant work experiences that will occur in nontraditional settings. These options help students develop the skills necessary for personal responsibility, interpersonal relationships, and time management. They also will put students into contact with adults who may develop mentor relationships with our students. Finally, there are many potential benefits in the area of character development. The afternoon offers three different options for students and students may choose from one of the following:

- **Work-Study:**  
These are opportunities for students to work outside the school. The intention of these experiences is to allow students to explore careers and tie their learning to real life contexts, while also developing character traits that will lead to success. Staff members will work with students in the development of job search and interview skills and help students find work based on their interests and goals. This work will be tied into student courses taken during the morning session and will be supervised by an Alternative High School staff member.
- **Community Service:**  
Students who choose this option will determine a community service agency to work for. This work will be aligned with student courses taken during the morning session and will be supervised by an Alternative High School staff member.
- **Project-Based Learning:**  
This is a learning opportunity focused on a project developed by the student(s). A staff member will facilitate the project, work, and learning of the student(s). The intention of this is to offer an opportunity for students to pursue areas of personal interest. A final product will be produced. Credits will be allotted as determined by the work achieved.
- **Oakland Schools Technical Campus Program:**  
This is a county-based vocational program offered through the Oakland Schools consortium. Admittance to this program is based on a yearly application process.

**Once work-study or community service placements have been established, students will report directly to these placements. Attendance is crucial to gaining credit and continuing at Alternative High School. Alternative High School staff members will supervise activities, maintain contact with placement programs, and maintain attendance records.**

## **ALTERNATIVE HIGH SCHOOL SEMESTER COMMITMENT**

The Bloomfield Hills Alternative High School is able to accommodate 25 students. Our limited enrollment means that when you are accepted to the school, another student may be placed on a waiting list.

Therefore, as a prospective student, I understand that by enrolling at Alternative High School, I am obligated to attend the complete semester that I am enrolled for before I can consider leaving the school. If I determine that Alternative High School is not the correct academic learning environment, I will be allowed to transfer schools only at the end of the semester. I take responsibility for informing Bill Boyle, principal of Alternative High School, of my plans to leave the school within the two-week period prior to the end of the semester.

If for any reason I decide to drop out during the semester, I will not be allowed to reenroll in any other Bloomfield Hills school until the following semester. In addition, I will forfeit all potential credits earned for the semester while I was enrolled at the Alternative High School.

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARENT SIGNATURE VERIFIED BY

\_\_\_\_\_  
DATE



## **General Information**

It is the policy of the Bloomfield Hills School District not to discriminate on the basis of race, color, origin, sex, or handicap in its educational programs, activities, or employment as required by Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

### **Please Note**

The doors to Alternative High School open at 8:00 A.M. Students will be permitted entrance to school between 8:00 and 8:10 A.M. and classes will begin promptly at 8:10 A.M. Students who drive themselves to school are asked to remain outside until the doors open at 8:00; parents dropping off their student are asked to not arrive until 8:00 A.M. We appreciate your compliance with this request.

School is over at 3:05 P.M.

## **Alternative High School Regulations**

### **Entrance Procedure for Alternative High School**

1. A student interested in enrolling in the Bloomfield Hills Alternative High School should be recommended by counseling or administrative staff of his or her home school. An outside agency may refer a student providing that the student's parent resides in the Bloomfield Hills School District.
2. A mandatory interview to consider the suitability of the student's attendance will include the student, his or her parent, and an Alternative High School staff member.
3. A review and endorsement of Alternative High School regulations and procedures, emergency card, and all enclosed permission slips must be signed and agreed to at the interview.
4. The student and the student's home school will be contacted regarding admission and start date.

## **Exit Procedure for Alternative High School**

**Bloomfield Hills Alternative High School is a school of choice, but enrollment involves a commitment of at least one semester of academic programming. Because most of our students come here due to difficulties experienced in traditional high school settings, it is important to allot enough time for true change to occur. The following is the protocol for leaving Alternative High School and returning to the student's home school:**

- 1. The student *and* his or her parent must supply written notification to the Alternative High School Principal of the desire to return the student to his or her home school during scheduling time at Andover and Lahser.**
- 2. An exit interview will be arranged as quickly as possible to facilitate movement back to the student's home school. The student, parent(s), and interested home school staff will be invited to attend the interview, but attendance is not mandatory.**
- 3. At the exit interview, an Alternative High School staff member will review the student's progress, highlighting successes as well as those areas still in need of improvement. A recommendation or reservation regarding the transfer will also be made. A copy of the exit interview will remain on file at the Alternative High School; one copy will be mailed to the student's home; a third copy will be sent to the student's home school.**
- 4. At the exit interview, the student will be responsible for returning any materials or equipment borrowed from the Alternative High School.**
- 5. Readmittance into the Alternative High School program will be contingent upon available space and how well the student used services upon his or her first admission.**

## **ATTENDANCE POLICY AND WEEKLY GOALS**

**Any time a student is absent, a parent or guardian must call 248.341.5985 to document that absence. Calls must be made within 24 hours of the absence.**

### **Unexcused Absences**

A student will earn an unexcused absence in any of the following circumstances:

1. When no one has called to excuse the student
2. When the student leaves school without permission

The sole difference between an excused and an unexcused absence concerns communication between student, parent, and school.

Each day, every student has progress goals that he/she works towards. These goals are determined through conversation with staff. It is expected that as a condition of continued enrollment at Alternative High School, students will maintain progress towards these daily and weekly goals.

Because student progress is tied to effort at Alternative High School, attendance is crucial for success. The only way to move forward is to attend school and maintain appropriate effort while here. Our expectation is that students will maintain a 90% attendance rate. Attendance of less than 90% may result in loss of credits. Attendance is determined not merely by presence in school, but also by students' progress and effort while in school. Our policy is that if students are here, they must make progress toward daily academic goals. If it is determined that a student is not making adequate progress toward goals on any particular day, he/she will be marked as unexcused absent.

Because we do not have specific class times, we treat the day as two (2) separate blocks and our attendance policy is based on these blocks of time. A tardy of 15 minutes or less is an unexcused tardy. More than 15 minutes tardy without an appropriate, prearranged excuse, is marked an *unexcused absence for the entire morning*. The same policy holds true for the afternoon block of time.

There may be make-up days for absences as we are able to provide within the limitations of the calendar.

I, the undersigned, understand and agree to the attendance strictures stated in the above policy:

Parent Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

## Lunch

**OPEN LUNCH IS A *PRIVILEGE* AND NOT A RIGHT.** Any student who goes to other school campuses during lunch will lose open-campus lunch privileges for one school week. Loitering in the parking lot (standing in the lot or sitting in cars) during lunch will result in the loss of open-campus lunch privileges for one school week. Afternoon classes begin promptly at 12:30 P.M. Being sent to the Quiet Room two times in an afternoon class will result in the loss of open lunch privileges for five school days.

## Vehicles

The first time a student is guilty of careless or reckless driving, he or she will not be allowed to park his or her car near school for one (1) week. The second violation will result in the loss of parking privileges for one marking period. The parking lot is for Alternative High School students only. Friends or students from other schools are not welcome. Friends picking up students at lunch is prohibited and any student being picked up at the end of the day by a friend must be picked up at the front gate. Failure to adhere to these guidelines will result in a loss of lunch privileges for one day per infraction.

## Dress Code

Students will follow dress guidelines as dictated by the *Uniform Code of Student Conduct*. Hoods must remain off the student's head.

**Students are expected to comply with all regulations as stated in the *Uniform Code of Student Conduct*, found in the Appendix.**

I have read and understand the regulations stated above.

---

*Signature*

---

*Date*

## **Infractions and Consequences**

In order to increase student accountability and reduce unnecessary misunderstandings, the following list of infractions and consequences to follow for poor choice-making is provided:

1. **Leaving school without permission.** This includes leaving designated areas on the Farm, and will be considered an unexcused absence.  
*Consequence:* when a student leaves school during the day, his or her parent will be notified.
2. **Physical Fighting**  
*Consequence:* immediate removal from school; two-day out-of-school suspension (providing this is the first infraction); a parent meeting upon return to school. The loss of points due to removal and suspension may not be made up.
3. **Appearance of student under the influence of illegal substance(s)**  
*Consequence:* parent will be notified to pick up their child and an immediate suspension of points will occur. Police may be notified.
4. **Possession of illegal substance(s)**  
*Consequence:* parent and police will be notified immediately and expulsion may follow.
5. **Cigarette smoking on Farm property**  
*Consequence:* according to Bloomfield Township Police, smoking on school property is a “ticketable” offense carrying up to a \$125 fine. Cigarettes will be confiscated and police will be informed. A suspension will follow.
6. **General insubordination, including but not limited to, a disruptive or disrespectful attitude toward staff, peers, or property.**  
*Consequence:* removal from school and loss of points depending on severity of the situation. If property is damaged, the student will be issued a bill and points will not be accrued until full restitution is made.

**7. Use of profanity**

The abuse of language ranges from mild to severe, making it necessary for this infraction to have a category of its own. The use of profanity and/or inappropriate discussion at Alternative High School is considered an infraction.

**Consequence:** One point will be deducted for each infraction until 0 (zero) points are reached. If profanity remains an issue, a parent-teacher conference will be held and a suspension may follow.

**8. Continued unexcused absences**

**Consequence:** each unexcused absence is considered an infraction. *Parents, please note*, as stated earlier, if your child leaves school without permission, you will be contacted. However, if your child fails to appear at school, it is your responsibility to notify Alternative High School of his or her absence and the reason for the absence.

All consequences will be enforced in a consistent and timely manner.

**ADDENDUM TO STUDENT HANDBOOK RULES, PROCEDURES, AND PRIVILEGES**

- 1. With the exception of a pen or pencil, we provide everything you need in terms of school supplies. Bringing a book bag or purse to school is discouraged. It is your responsibility to bring a pen or pencil to each class. Pens or pencils may be purchased from a paraeducator staff member at the beginning of any class. Pens cost 50¢ and pencils 25¢. We do not rent pens and pencils on an hourly basis. Failure to bring or purchase a writing utensil when needed will result in a loss of points for that given class.**
- 2. Telephones are for the use of Alternative High School staff. If it is highly important that you need to use the telephone, calls will be made only during passing time or during lunch. The price of a telephone call is 25¢. Please take care of all personal business before or after school. The telephone *may not be used to place lunch orders*. You have sufficient time to get lunch. *Never use a telephone without first receiving permission from a staff member*.**
- 3. If the privilege of having soft drinks in the classroom is abused by failing to clean up after yourself, the privilege will be revoked for a set period of time.**

4. We highly discourage having cell phones or pagers in school. However, if you bring one, it must be turned off. If a cell phone or pager becomes audible/noticeable, it will be confiscated for one week. The second infraction will result in a two-week confiscation; a third infraction will result in a three-week confiscation. . . and so on.
5. Enjoyment of school is mandatory.

## **Quiet Room**

***Purpose:*** The intent of the Quiet Room is for students to become self-monitors and self-regulators of their own behavior. Additionally, the quiet room is a stopgap measure to the suspension process, affording students the opportunity to regroup without losing a full day's credit.

### ***Procedures:***

1. A student may remove himself/herself for *5 minutes* during any given class of the day without penalty, providing the student: informs the teacher; a staff member monitors the time; and the student returns to the classroom in a controlled state without turning his/her issue into a classroom issue.
2. If a student needs to remove himself/herself, or is removed by a staff member, three (3) times during the course of the school day, said student will be sent home as he/she is clearly not prepared for a day of school.
3. If, after five minutes, a student cannot regroup and return to the classroom in a controlled state, the staff monitor will place a call to the student's home and the student will be removed for at least the remainder of that day. While the student is waiting to be picked up, he/she will remain in the Quiet Room while being monitored.
4. While in the Quiet Room, the student must fill out the Quiet Room Form and state specifically what he or she did to be sent there. Those students not taking responsibility for their actions will need to go home.

## **Suspension**

**Due to facility constraints, all suspensions will be served out-of-school. After the third infraction of any type (assuming an automatic suspension is not levied as discussed above), a two-day suspension will begin. After the fourth infraction, a four-day suspension will follow. If there is a fifth infraction, a 10-day suspension will follow. Once a student is issued a four-day or greater suspension, a parent/teacher meeting is mandatory *before* the student may return to school. The student's progress will be evaluated at this time. At semester's end, all previous infractions will be erased and the student will begin anew.**

## Requirements To Graduate From Alternative High School

COURSES		MINIMUM OF CREDITS
	Credits Needed	Explanation of Credits
English	4	4 credits must include literature, writing, grammar, and vocabulary.
Math Science	5	2 credits must be in Math and 2 credits must be in Science
Social Studies	3	1.0 World Studies 1.0 American Studies .5 American Gov., AP Government, or Basic Government .5 Elective Credit
Health and Physical Education	2*	.5 Credit in Basic Physical Education 24106 .5 Credit in Health Education 24107 or Health Education Through Service Learning 24109
Communication/ Dramatic Arts Foreign Language Music/Visual Arts	2	A minimum of 1 Credit must be taken in two of the three areas.
Business Home Economics Industrial Arts	1	
Computer Literacy		<b>ALL STUDENTS MUST TAKE ONE COMPUTER CLASS DURING GRADES 9-12. This class may be any course in the Computer Studies Department or any approved class in other departments — Computer Applications, Computerized Accounting, Computerized Skills for the Information Age. If a class is taken in a department other than computer studies, the class will satisfy the Computer Literacy Requirement and satisfy that department's graduation requirement.</b>
Community Service		See explanation on page 22.
Other Credits	5	
Total Required	<b>22</b>	In a normal seven-period day, twenty-eight (28) credits are possible in four years (Grades 9-12).

\* Any student who successfully completes a season of participation in a junior varsity or varsity sport may waive one half-credit (.5) of the physical education graduation requirement.

## **Community Service**

**Students have two options for required community service:**

- 1. Complete 40-hours of community service without credit. This service time shall take place on weekends, evenings, and during the summer.**
- 2. Complete 100-hours of community service placement outside the school setting for ½-credit. Ninth- and tenth-graders are prohibited from driving to community service placements within the school day, but may elect placements within the school day that do not require transportation. (Placements for tutoring are limited and only available certain hours.)**

**Note:**

**A student may develop his/her own contract or select a contract offered by the school. All contracts must be approved in advance by the program coordinator.**

**COMMUNITY SERVICE MUST BE COMPLETED BY JUNE 1 OF THE SENIOR YEAR.**

## NCAA CLEARINGHOUSE INFORMATION



Students who plan on participating in athletics in a Division I or Division II university must be registered with the NCAA Clearinghouse. In order to practice, compete, or receive aid for athletics, you must register and be certified by the Clearinghouse. The NCAA icon represents those high school courses that have been approved by the NCAA Clearinghouse to meet eligibility requirements for any student intending to participate in athletics at either an NCAA Division I or Division II member institution.

To register, or for further information, refer to [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net), or consult with your counselor. It is recommended that this be completed by the end of your junior year.

To be certified by the Clearinghouse, you must:

1. graduate from high school
2. earn a grade point average of at least 2.00 (on a 4.00 scale)
3. earn a sum of scores of at least 68 on the ACT, or a combined score of at least 820 on the re-centered SAT (or 700 on the nonre-centered SAT), on a national test date

CORE UNITS REQUIRED FOR NCAA CERTIFICATION	Division I	Division II
English Core	4 years	3 years
Math Core	2 years	2 years
Science Core	2 years	2 years
Social Science Core	2 years	2 years
From English, Math, or Science	1 year	2 years
Additional Core (English, Math, Science, Social Science, Foreign Language, Philosophy, Nondoctrinal Religion)	3 years	2 years
<b>TOTAL CORE UNITS REQUIRED</b>	<b>14</b>	<b>13</b>

For Division I: The minimum grade-point average in the 14 core courses and required ACT or SAT score vary according to the Initial-Eligibility Index below. This index applies to students enrolling as college freshmen during 2005/06 and thereafter, and who wish to participate in Division I athletics.

Core GPA	ACT Sum	RC SAT	SAT
Above 2.500	68	820	700
2.500	68	820	700
2.475	68	830	710
2.450	70	840-850	720
2.425	70	860	730
2.400	71	860	740
2.375	72	870	750

Core GPA	ACT Sum	RC SAT	SAT
2.350	73	880	760
2.325	74	890	770
2.300	75	900	780
2.275	76	910	790
2.250	77	920	800
2.225	78	930	810
2.200	79	940	820

Core GPA	ACT Sum	RC SAT	SAT
2.175	80	950	830
2.150	80	960	840
2.125	81	960	850
2.100	82	970	860
2.075	83	980	870
2.050	84	990	880
2.025	85	1000	890
2.000	86	1010	900



**Alternative High School**  
**Course Descriptions**



## Course Descriptions

### ART

#### Art Studies

.5 Credit

Students will develop their own course of study by choosing artists and/or periods of art to study in depth. Students will be responsible for researching and writing about art as well as creating art.

*This course fulfills one-half credit toward the Visual Arts graduation requirement.*

### BUSINESS

#### Business English

.5 Credit

This course will focus on the instruction, practice, and technique of writing business communications (resumes, letters, memoranda, and reports). Instruction will also focus on grammar.

*This course fulfills one-half credit toward the Business graduation requirement.*

### COMMUNICATIONS

#### 68655 Media Literacy

.5 Credit

Students will explore how the media shapes American culture and vice versa. Students will study television, video games, advertising, and print media in order to gain a better understanding of the role that media plays in society.

*This course fulfills one-half credit toward the Communications graduation requirement.*

## ENGLISH

### Academic Writing .5 Credit

The student will write a research paper and a persuasive essay on topics of his/her choice using the MLA Handbook. Students will engage in the writing process by conducting research, compiling a bibliography, taking notes, outlining, drafting, and revising.

*This course fulfills one-half credit toward the English graduation requirement.*

### Independent Reading .5 Credit

The student will pursue a self-selected reading program of fiction and/or nonfiction books. Students will maintain reflective reading journals, conference with the teacher, and write book reviews for each book read.

*This course fulfills one-half credit toward the English graduation requirement.*

### Journalism .5 Credit

Students will study the foundations of journalism. Areas of study will include the types of journalistic writing, reporting, and editing skills. Students will study grammar and the mechanics and layout of a newspaper. Students in this class will also produce a school newspaper.

*This course fulfills one-half credit toward the English graduation requirement.*

## GENERAL ELECTIVES

### 29201 Community Service .5 Credit

The Community Service Program provides students with an opportunity to serve others in need. Service offers students an opportunity to develop personal responsibility and a positive self-concept. The student is also required to participate in group meetings and to submit a written paper about the service-learning experience.

*This course fulfills one-half credit toward the Community Service graduation requirement.*

## Work-Study

### MATHEMATICS

#### Pre Algebra

1 Credit

The student will study basic math operation involving whole numbers, fractions, and decimals. Ratios, percents, proportions and factors will be practiced. Variables will be introduced and basic operations will be used to solve for a given variable. Basic graphing will also be introduced and practiced.

*This course fulfills one credit toward the Mathematics graduation requirement.*

#### 63301 Algebra

1 Credit

This course will cover problem-solving and problem-solving techniques using algebra. Topics to be covered will include, but not be limited to, mental math, estimation, graphing, and solving for an unknown. How to use a graphing calculator will also be taught. A major emphasis will be placed on practicing basic math skills including decimals, fractions, multiplication, percents, and ratios. Real-life math skills will also be practiced.

*This course fulfills one credit toward the Mathematics graduation requirement.*

#### Algebra I

1 Credit

This class will cover solving equations and inequalities. Basic graphing and graphing linear functions using slope/intercept will be covered as well as graphing inequalities. Performing operations involving exponents, exponential functions, and radicals will be covered, as well as the different methods of factoring, including the quadratic formula.

*This course fulfills one credit toward the Mathematics graduation requirement.*

## Algebra II

1 Credit

This class will cover solving complex systems of equations using different methods. Operations with matrices, quadratic equations, polynomials, radical and logarithmic functions will be covered. Graphing ellipses, hyperbolas, parabolas, and conic sections will be introduced. Also, an introduction to basic trigonometry using sin, cos, and tan will be taught.

*This course fulfills one credit toward the Mathematics graduation requirement.*

## Geometry

1 Credit

This class will study the axioms in Euclidean geometry. It will cover congruence and similarity, geometric inequalities, parallel lines, circles, regular polygons, geometric solids, perimeter, area, volume, transformations, and similarity. Two important keys to this class will be to integrate algebra into the geometry material, and to relate geometry to the real world, using examples with the problems.

*This course fulfills one credit toward the Mathematics graduation requirement.*

## PHYSICAL EDUCATION

### Physical Education

#### 64210 The Equestrian

.5 Credit

This unique class offers students the opportunity to partake in learning how to care for and ride horses. Components of the course include: safety, grooming, feeding, stable management, horse anatomy, taking up, and basic riding skills. Completion of this course equates to Level I Horsemanship.

*This course fulfills one-half credit toward the Physical Education graduation requirement and may be repeated for additional credit.*

An Equine Activity Agreement and Release Form must be signed and given to Mr. Boyle; the required form is found in this handbook.

## SCIENCE

### Biology

1 Credit

The nature of life will be looked at, and how carbon plays a role in it. Cycles of life will be studied, as well as ecology, ecosystems, the role of climate, populations and the role of humans in the biosphere. The structure and growth of cells will be looked at as well as an in-depth look at genetics. The different classifications of life will be looked at. Also, the role of the different systems in the human body will be studied. There will also be several laboratory activities accompanying this class.

*This course fulfills one credit toward the Science graduation requirement.*

### Chemistry

1 Credit

This will be an introduction to chemistry. It will involve states and properties of matter, and also review the metric system and scientific notation. The periodic table will be introduced and studied to see how it is used in chemistry. Students will learn different types of bonding, and how different types of reactions work. They will be able to predict how reactions will happen, and how to name the different ions, acids, bases, and ionic and covalent bonded compounds. There will also be several laboratory assignments that will accompany this class.

*This course fulfills one credit toward the Science graduation requirement.*

### Physics

1 Credit

The scientific method will be reviewed. The physics behind mechanics will be looked at, including motion, acceleration, velocity, speed, free fall, and resistance. Newton's Law will be studied in depth. The properties of matter and their different states will be looked at, as well as the effects of heat on matter. Sound and light will be looked at, including their waves, color, reflection, and refraction. Electricity and magnetism will also be studied. There will also be several laboratory activities accompanying this class.

*This course fulfills one credit toward the Science graduation requirement.*

**25524 Agriscience I**

**.5 Credit**

**This laboratory course will provide students with a diverse background in animal science, plant science, and natural resources. Students will also learn presentation skills, scientific method, nomenclature, and world issues pertaining to the subject matter.**

***This course fulfills one-half credit toward the science graduation requirement and may be repeated more than once for credit.***

**SOCIAL STUDIES**

**Current Events**

**1 Credit**

**66502 United States Government**

**.5 Credit**

**This course is designed to provide each student with the knowledge, skills, and experience necessary for him/her to take an active and responsible role as a United States citizen. This course is an analysis of the form and function of our federal, state, and local governments. Throughout the course, the rights and responsibilities of citizens are stressed.**

***This course fulfills one-half credit toward the Social Studies graduation requirement.***

**68655 The 20<sup>th</sup> Century: America's Time**

**1 Credit**

**From the influx of immigrants at the turn of the century, to the Roaring Twenties, to the Turbulent Thirties, to an examination of the wars fought at home and afar, this history class will focus on the events and people that shaped the 20<sup>th</sup> Century in America.**

***This course fulfills one credit toward the Social Studies graduation requirement.***

# ALTERNATIVE HIGH SCHOOL ENROLLMENT FORM

Name

Student Number

Address

City/Zip Code

Home Telephone

Year of Graduation

Home School

Counselor

Birth Date

Entry Date

Parent

Work Telephone

Alternate Parent Information:

Name

Address

City/Zip Code

Home Telephone

Work Telephone

Classes student was passing at time of transfer which were dropped to attend the Alternative High School:

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Is student still attending Andover/Lahser/Model High School part-time?

If yes, what classes are being taken?

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Is student attending OTEC part-time?

If yes, what program?

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Other pertinent data or information:

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## OFF-CAMPUS LUNCH CONTRACT

I, \_\_\_\_\_ hereby understand and accept the following rules and responsibilities for the Bloomfield Hills Alternative High School off-campus lunch contract.

1. I must not leave the school grounds until my parent/guardian has countersigned this agreement and their signature has been verified by telephone or in person.
2. I may either drive or be driven by another Alternative High School student.
3. I must return to school by 12:30 p.m. Tardiness for any reason, including bad weather, crowded restaurants, gas, etc., is unacceptable. No parent excuse for lunch tardiness will be accepted.
4. I understand that I must follow all safety rules in my driving, which include, but are not limited to: following the speed limit; accelerating slowly when exiting from school property; arriving back at school in a quiet manner; not playing radios loudly; not cornering in a fast manner; not yelling between cars; standing around in the streets surrounding school; smoking while on school grounds; smoking in the parking lot upon return to school.
5. I understand that off-campus lunch privileges include only students from the Alternative High School. There will be no loitering by students not enrolled at Alternative High School, or their friends, at any time, on or around the grounds of the Alternative High School.
6. Garbage or uneaten food should be disposed of properly; there will be no littering on Alternative High School property.
7. Excused afternoon absences will not be accepted for all-day students unless Alternative High School staff are notified before the student leaves for lunch that the student is ill or has an appointment.

Over →

**I will adhere to the responsibilities and rules stated on the reverse side of this contract. I understand that I may lose my off-campus lunch privileges under the following circumstances:**

- a. If I am tardy on three or more occasions during the course of a semester, I will lose my off-campus lunch privileges for one week.**
  
- b. If my behavior in afternoon classes is considered “hyper,” lethargic, or otherwise unusual for me, I understand that I will lose between 1-3 days of off-campus lunch privileges, based on the discretion of my teacher(s).**
  
- c. If I leave for lunch and do not return to afternoon classes at the Alternative High School, this will constitute a one-half day unexcused absence and a loss of points will occur. Failure to return after lunch will result in a loss of lunch privileges for five (5) days.**

**Finally, I understand that off-campus lunch is strictly a privilege and may be canceled for individuals or an entire group if circumstances warrant.**

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**Student Signature** **Date**

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**Parent/Guardian Signature** **Date**

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**Parent Signature Verified By** **Date**



# BLOOMFIELD HILLS ADVENTURE PROGRAM

## Participant Information Form and Release of Liability

### Disclosure

The Adventure Ropes Course Programs involve a variety of activities that often include warm-ups, games, group initiative problems, high and low ropes course elements, and other rigorous physical adventure activities. (The level of participation in an Adventure Ropes Course Program activity is at all times completely up to the individual's choice.) Yet, there is a risk, which must be assumed by each participant, that he or she may suffer an emotional or physical injury and disability.

Policy for participation in all Ropes Course Adventure Programs requires that every participant have health/accident insurance coverage. In addition, certain health/medical information must be made known to the instructor(s) conducting programs, so that they are prepared to respond appropriately if the need arises. This information will be held in confidence. Please complete the form and return it to the Adventure Program Facilitator prior to participating in any activities.

### Applicant Information

Name: \_\_\_\_\_ Type of Workshop: \_\_\_\_\_

Do you have health/accident insurance?  Yes  No

Name/Address of Insurance Company: \_\_\_\_\_

Do you have any physical limitations or conditions (temporary or permanent) that may possibly affect your participation in the program?

Yes  No If yes, identify and explain: \_\_\_\_\_

Are you currently taking medication (prescribed or otherwise, e.g., cold medicine)?

Yes  No If yes, state the medication and what condition it is for: \_\_\_\_\_

Over →

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Do you have any allergies, reactions to medications, or any other medical limitations?

Yes     No    If yes, identify and explain:

**Release of Liability**

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I understand that parts of the Adventure Ropes Course Program may be physically or emotionally demanding. I affirm that my health is good, and that I am not under a physician's care for any undisclosed condition that bears upon my fitness to participate in Adventure Program activities. I recognize the inherent risk of injury or disability in Adventure Ropes Course Program activities. I understand that each participant must assume the risk of physical injury that could result from any of these activities. I release the Bloomfield Hills School District and its staff members, and the Board of Education, from all liability for any injury to me from participation in Adventure Ropes Course program activities. In the event the participant is less than 18 years of age, the parent executing this agreement hereby agrees to hold the Bloomfield Hills School District and its staff harmless from all liability for any injury to his/her minor child from participation in Adventure Ropes Course Program activities.

Date: \_\_\_\_\_ Applicant's Signature: \_\_\_\_\_

*(If at least 18 years old)*

Applicant's Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Business Telephone: \_\_\_\_\_

Parent/Guardian Signature *(if under 18 years old)*: \_\_\_\_\_

**Photo/Media Release**

I, \_\_\_\_\_, grant to Bloomfield Hills School District, and persons acting for or through them, the right to use, reproduce, assign, and/or distribute photographs, films, videotapes, and sound recordings of myself, for use in materials they may create.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

**CHARLES L. BOWERS SCHOOL FARM  
EQUINE ACTIVITY AGREEMENT AND RELEASE**

**DISCLOSURE**

In consideration of my participation in equine and related activities at the Charles L. Bowers School Farm (hereinafter "Farm"), which I understand and acknowledge could be hazardous to my health and may result in bodily injury, I agree to assume all risks of injury arising out of such participation.

I further agree, for myself and my heirs, assigns and legal representatives, to hold harmless the Bloomfield Hills School District, its Board Members, administrators, employees, agents, independent contractors and the Farm or anyone connected with its operation, from any and all claims and causes of action of any nature for any and all personal injury or illness, including death, which may occur or which may be aggravated during participation in equine and related activities, either on or off the premises of the Farm.

I further agree to indemnify the Bloomfield Hills School District, its Board Members, administrators, employees, agents, independent contractors and the Farm and its agents, employees, servants, or anyone connected with its operation, for any costs, expenses, damages or legal fees which may be incurred as a result of any breach or violation of this Agreement and Release, if such breach results in injury or death to any person(s) engaged in equine or related activity at the Farm without regard to whether such injury or death is alleged to have resulted from any act of negligence of the Farm, by its employees, agents, servants or anyone connected with its association.

I further agree not to invite or permit any other person(s) to enter the Farm premises or to engage in any equine activity as my guest. Any such participation shall be deemed a trespass unless such person(s) execute(s) an "Equine Activity Agreement and Release" form.

**WARNING**  
Under the Michigan Equine Activity Liability Act, an equine professional is not liable for any injury to or the death of a participant in an equine activity resulting from an inherent risk of the equine activity (PA 351 of 1994).

I have read and understand the above terms of this Agreement and Release, and I agree to such terms.

<i>Equine Participant, Age</i>	<i>Date</i>
<i>Parent or Guardian (if under 18 years of age)</i>	<i>Witness</i>
<i>Date</i>	<i>Date</i>



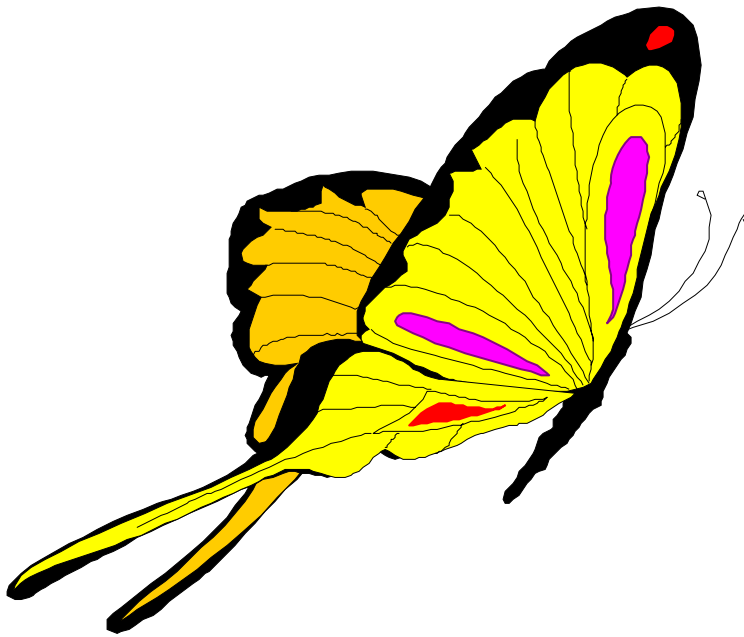
## Notes



# **APPENDIX**







**Independence  
Achievement  
Character**