



OXFORD BRIDGES HIGH SCHOOL
STUDENT HANDBOOK
2022-2023



**Your problem is to bridge the gap which exists between where you
are now and the goal you intend to reach~Earl Nightengale**

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OBHS BELL SCHEDULE
2022-2023

DAILY SCHEDULE

INTERVENTION	7:27 - 8:00
1 ST HOUR	8:00 - 8:55
2 ND HOUR	9:00 - 9:50
3 RD HOUR	9:55 - 10:50
LUNCH	10:50 - 11:20
4 TH HOUR	11:25 - 12:25
5 TH HOUR	12:30 - 1:25
6 TH HOUR	1:30 - 2:33

LATE START BELL SCHEDULE

1 ST HOUR	10:05 - 10:40
2 ND HOUR	10:45 - 11:15
LUNCH	11:15 - 11:45
3 RD HOUR	11:50 - 12:25
4 TH HOUR	12:30 - 1:05
5 TH HOUR	1:10 - 1:45
6 TH HOUR	1:50 - 2:33

EARLY RELEASE

January 19, 2023

INTERVENTION	7:29-8:00
1st HOUR	8:00-8:50
2nd HOUR	8:55-9:45
3rd HOUR	9:50-10:40

January 20, 2023

INTERVENTION	7:29-8:00
4th HOUR	8:00-8:50
5th HOUR	8:55-9:45
6th HOUR	9:50-10:40

June 9, 2023

INTERVENTION	7:29-8:00
MAYMESTER	8:00-10:40

SCHOOL COLORS

SCHOOL MASCOT

Blue and Gold

Wildcat



THE OXFORD FIGHT SONG

**Oh, we will fight, fight, fight for Oxford High, and we've
the strength to win, to do or die, Our colors glorious
will wave victorious Win this game for Oxford High!**

**Fight on wildcats, Fight; We are behind you all the way.
Ride high, Blue and Gold, and we will march, march on
to victory Our team is the best, for they excel in every test!
Remember you are fighting for old Oxford High!**

OXFORD BRIDGES HIGH SCHOOL PHILOSOPHY

The philosophy of Oxford Bridges High School is to provide an opportunity for students to learn and grow in a culture where thinking is valued and encouraged. With smaller classrooms, alternative methods of instruction, standards-based grading and intervention strategies, students develop essential skills for success in a global environment.

Students are most successful when they develop positive relationships within their school setting. Therefore, we incorporate a holistic approach integrating social emotional needs, as well as, academic and career planning. Our goal is for students to have meaningful relationships with staff members and peers. We also strive to engage parents to increase involvement in our school and to support students in their learning process.

OBHS VISION STATEMENT

To build an educational community of inquiry and acceptance through open-mindedness, communication, and reflection.

OBHS MISSION STATEMENT

To provide an exemplary alternative educational setting in which all students have the opportunity for academic success and the development of Essential Life Skills

OXFORD BRIDGES HIGH SCHOOL CORE VALUE STATEMENTS

INTEGRITY: We value honesty, treating others as we want to be treated and taking responsibility for our actions and our community.

DIVERSITY: We acknowledge individuality; we appreciate and value our differences and know we can learn from one another.

COMMUNITY: Through the support of the entire school, we are based on a culture of individual, collaborative and collective goals.

TOLERANCE: We are considerate, thoughtful and celebrate ideas, lifestyles and customs of others

COLLABORATION: We strive to communicate and work together for a common outcome.

RESILIENCE: We are able to face disappointment, adversity and negativity with strength and understanding that this too shall pass.

MESSAGE FROM THE PRINCIPAL

I hope everyone had a peaceful and amazing summer. We have missed you all so much and are anxiously waiting to meet our new students! These last few years have been very difficult for all of us. I am hopeful that this year will be wonderful and harmonious. If we can all bring our very best to school each day, care for each other and ensure we all maintain a positive attitude and a safe environment, it should be a GREAT year.

This is a wonderful opportunity for successful graduation and finding your path for the future. We are excited to have you with us and look forward to sharing many wonderful experiences together.

I think one of the things that makes this school so amazing is the relationships we build with one another. The staff of OBHS are remarkable in their dedication and commitment to the success of every student who comes through our doors. We want you to know that every student is important from their academic success, to emotional wellbeing and personal growth. When students graduate, we want them to leave with the skills to be productive and confident young adults.

I am proud to be a part of this excellent school. Staff continuously strive to ensure their curriculum is as interesting, engaging and as applicable as possible to students and the world we currently live in. There are certain things that you will need in life to be successful adults, academic skills and knowledge are a part of this. We have set up our school environment to give you every possibility for accomplishing educational proficiency.

We also integrate a curriculum that will help you in your future. Focusing on skills such as problem solving, critical thinking, collaborating, positive interactions and communication, as well as exploring post secondary options, you will have the opportunity to graduate with a solid plan and the skills to implement it.

As a school, we are dependent on one another for a positive and supportive atmosphere. We need to be our best selves each day to maintain a community that is thoughtful, compassionate and productive. Together we can make this a school that you are proud to be a part of. The possibilities are endless.

Have a great school year! Go Wildcats!!

Aletha VanLoozen, Principal

DISTRICT VISION STATEMENT

To create a world-class education today, to shape tomorrow's selfless-global leaders

DISTRICT MISSION STATEMENT

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society

OXFORD BRIDGES STAFF

Administration: Aletha Vanloozen	Principal
Teaching Staff: Nicholas Cost	Math/Science
Ryan Edwards	History
Nicole Flores	Interventionist
Shawn Hopkins	Student Support Specialist
Amy Lewan	ELL Support
Witney Stern	ELA
Michelle Times	Interventionist

CENTRAL OFFICE ADMINISTRATION

Ken Weaver, Superintendent
David Pass, Deputy Superintendent of Human Resources
Sam Barna, Assistant Superintendent of Business & Maintenance
Anita Qonja-Collins, Assistant Superintendent of Elementary Instruction
Jill Lemond, Assistant Superintendent of Safety & School Operations
Steve Wolf, Assistant Superintendent of Secondary Education
Todd Barlass, Executive Director of Student Services
Pam Biehl, Executive Director of Special Education

OXFORD BOARD OF EDUCATION

Thomas Donnelly Jr., President C
had Griffith, Vice President
Mary Hanser, Secretary
Korey Bailey, Treasurer
Dan D'Alessandro, Trustee
Heather Shafer, Trustee
Erick Foster, Trustee

INTERNATIONAL BACCALAUREATE

Oxford Bridges High School is not part of the IB program; however, we believe the intended outcomes of IB instruction should be an integral part of all student learning. These outcomes are connected to the Profile of a Graduate (below) which we have integrated into our daily curriculum.

PORTRAIT OF A GRADUATE~CHARACTERISTICS AND COMPETENCIES

BALANCED

Students will:

- use positive thinking to self-motivate
- develop resiliency and fortitude when meeting challenges
- learn to balance their needs with the needs of others through service to the community
- investigate personal strengths and career interests to set post-secondary goals
- utilize effective time-management strategies in order to meet deadlines

COMMUNICATOR

Students will:

- communicate information and ideas effectively to intended audiences using a variety of speaking and writing techniques
- actively listen and effectively communicate to manage conflict and work collaboratively
- give and receive meaningful feedback through thoughtful communication

INQUIRER

Students will:

- read a variety of sources for information and enjoyment
- collect and analyze data to identify problems and solutions and make informed decisions
- use creative thinking to generate new ideas and inquiries
- seek a range of perspectives from multiple and varied sources
- use inquiry to generate predictions and hypotheses

PRINCIPLED

Students will:

- take responsibility for their own actions and behaviors
- make fair and equitable decisions to serve themselves and others
- use technology responsibly and contribute positively to digital environments
- understand, respect and implement intellectual property right

THINKER

Students will:

- ethically obtain and use information from a variety of relevant and appropriate sources and media
- read critically for comprehension
- connect conceptual understandings across multiple disciplines
- apply existing knowledge to thoughtfully generate new ideas, products or processes

REFLECTIVE

Students will:

- process their learning through reflection
- revise their understanding based on new information and evidence
- evaluate and learn from their mistakes
- develop new skills, techniques and strategies for learning through reflection.

KNOWLEDGEABLE

Students will:

- use appropriate strategies for organizing complex information to utilize across a range of disciplines
- gather, evaluate and organize relevant information to formulate an argument
- seek, interpret, judge and synthesize information and use this knowledge to inform others
- use critical thinking to analyze and solve problems

CARING

Students will:

- demonstrate empathy through understanding and open-mindedness
- contribute positively to the lives of others through a commitment to service and community
- value the rights, privileges and responsibilities associated with citizenship
- work effectively with peers and help all to succeed

OPEN-MINDED

Students will:

- engage as responsible citizens in a global society
- develop multiple opposing and complementary arguments that propose a variety of solutions
- consider ethical, cultural and environmental implications and recognize biases
- negotiate ideas with peers to build consensus.

RISK-TAKER

Students will:

- demonstrate persistence and perseverance in both familiar and unfamiliar situations
- apply skills, knowledge and experiences to undertake new situations
- self-advocate respectfully for individual rights and needs
- exercise effective leadership practices and undertake a variety of roles within groups
- create innovative solutions to authentic problems.

EMERGENCY CLOSINGS AND DELAYS

If the School must be closed or the opening delayed because of inclement weather or other conditions, the information will be posted on the Oxford Schools website at www.oxfordschools.org and the District will notify radio and television stations. Schoolmessenger calls, emails and sms messages will also go out to all district families who subscribe to them via Powerschool.

ATTENDANCE POLICY

Michigan School Code 15, Section 73 – Compulsory Education “Every parent, guardian, or other person in the State of Michigan, having control and charge of any child between the ages of six and eighteen years, shall be required to send such a child to the public school during the entire school year and such attendance shall be continuous and consecutive for the school year fixed by the school district in which such a child is enrolled.” State laws also require school boards and administration to be responsible for the whereabouts of students during school hours.

Oxford Bridges High School and the community which it serves believe in the value of dependability and responsibility and will strive to model and facilitate these values. Therefore, it is of the utmost importance that students are in class every day. Regular attendance and punctuality are essential if students are to make use of the educational opportunities that Oxford Bridges High School offers. The process by which we learn what others think and what they believe is lost to the student who is excessively absent, and he/she deprives others of the value of his/her own contributions.

Regular attendance is expected in all classes and is essential to good performance in any endeavor. The correlation between regular school attendance and academic success has been well established by research. Through regular school attendance, students are expected to develop habits of self-discipline and responsibility. Learning to participate in group discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance to one's tasks are legitimate objectives of any course.

Absence from school is the greatest single cause of poor achievement. The purpose of the attendance policy is to encourage regular school attendance and provide the instructor with accurate data of student proficiency. If a student is not regular in attendance, his/her performance lags, he/she soon loses interest, and then tends to fall further behind in his/her work. Successful students are seldom absent. Your missed classes can never be duplicated.

The Oxford Board of Education believes that attendance is a cooperative effort between parents, students and the Oxford School District.

PARENTAL RESPONSIBILITY

1. Provide an attitude at home that school attendance is important and valuable to the student.
2. Be sure that their children will be in school every day.
3. Cooperate with the schools in correcting attendance problems.
4. Notify the Attendance at 248-969-1828 by 3:00 p.m. the day following the absence
5. Make arrangements for materials to be sent home when the absence is more than two (2) days the office of the principal at 248.969.1884.
6. Students must be in attendance in school to participate in extracurricular activities, unless the principal or designee grants prior permission.
7. Emergency information stored in Power School is used for student information, this must be completed and updated annually. Students will be released from school ONLY to the persons listed, emergency calls will be made only to the numbers available.
8. In the case of a communicable disease (chicken pox, lice, pink eye, mumps, etc.) the child will not be allowed to return to school without a note from the doctor.
9. Provide medical and/or legal documentation when possible.

STUDENT RESPONSIBILITY

1. Be in class every day that you are physically able to do so, prepared to work.
2. Provide documentation for absences immediately upon return to school to the office.
3. Leaving the class is detrimental to student learning. Students should have teacher permission when leaving the classroom.

SCHOOL RESPONSIBILITY

1. Implement a plan that assures parents that we are a partner with them, which provides a regular system with follow-up.
2. Counsel parent and student as to the consequences of non-attendance.
3. Adhere to all legal requirements regarding the student's rights regarding due process.
4. Recognize regular attendance as a worthy achievement.
5. Provide parents with materials in order to continue a student's educational progress during a prolonged absence.

LEAVING AND RETURNING TO SCHOOL

No student shall leave or return to the building without first obtaining permission from the office.

CLOSED CAMPUS VIOLATION

Oxford Bridges High School is a CLOSED campus. This means students are to remain INSIDE the building and in the assigned class during regular school hours. Students shall be excused to leave class or the building only through arrangements made with the Administrator's office. Students requesting early dismissal must have their parent or guardian call 248.969.1828 or text 24.705.1332 requesting such release. Parents must speak with a person—no voicemail messages.

In case of early dismissal due to illness or other non-arranged dismissal, the office will contact the student's parent or guardian for permission to release the student.

Students are NOT to leave until permission is received and they check out with an adult in the building. Students who leave class or campus without receiving permission from a parent, regardless of the student's age, will be considered truant and subject to the discipline policy.

ILLNESS AT SCHOOL

1. If a student gets sick during the day, they should inform their teacher that they are going to the office.
2. A student must NEVER leave the building to go home without permission or to seek medical assistance unless directed to do so.
3. Only names listed on the contact cards will be called in case of an emergency.

REPORTING ABSENCES

Through research and observation, we know students are most successfully both academically and engaging in their school when attendance is consistent, however, understandably everyone gets sick. In the event of an absence, the parent should call 248-969-1828 before 3:00 p.m. of the day following the absence.

PARENT/GUARDIAN NOTIFICATION

Many times the Principal of OBHS will call home if a student is absent and a parent has not called. Parents are also encouraged to monitor their child's attendance through PowerSchool. Parents are also welcome to contact the main office at 248.969.1828, or individual teachers by email should they have questions or concerns..

EXCUSED/UNEXCUSED ABSENCES

Excused absences are those accounted for through parent contact (248 969-1828) by 3:00 p.m. the day following the absence. All other absences will be considered unexcused with the exception of school-related absences.

Missing more than ten (10) minutes of class will be considered an absence due to tardy.

PRE-ARRANGED ABSENCES

Although pre-arranged, the staff and administration still discourage absences during the school day. Parents may however, arrange for their child to have appointments or accompany them on a family trip. However, if a student is going to be out of school for longer than a day or two, the student and parent must pre-arrange the absence with his/her teachers and make an appointment to meet with the school to discuss the nature of the absence. This must be taken care of at least two weeks prior to the absence. Pre-arranged absence forms may be picked up at the time of the meeting. The student must sign the forms and parent, authorized by the principal, signed by each

teacher, and returned to the OBHS principal.. Parents and students should be aware that these absences count. Students are responsible for ALL missed work during the time of their absence.

TARDY POLICY

Students are expected to be in class on time every day. It is also expected that every teacher will have an effective classroom management policy that addresses tardies. Failure to be at the designated area at the designated time will be considered a disregard for the educational environment and will be disciplined accordingly. Teachers will administer disciplinary action such as warnings, parent meetings and after school detentions. Continued disregard for the educational environment will be referred to the administration for further disciplinary action.

MAKE-UP TEST AND OTHER SCHOOL WORK

Students who miss school, even when excused, still must complete missed work. It is the student's responsibility to contact each teacher to arrange for make-up of all work missed.

Students will not be able to make up final assessments if they are absent on the day of the assessment and their absence is unexcused.

Situations not resolved through the above guidelines will be resolved through a conference with an administrator.

MEDICATION POLICY

Students that require medication administered during the school day

1. If it is prescription medication, there must be a medication form on file signed by a physician before medications can be administered. Prescription medication needs to be in a prescription bottle, with the prescription dosage clearly stated.
2. Over-the-counter medication also needs a form on file with parent signature. Medication needs to be in original containers.
3. Students may keep medication in the principal's office.

If students have medication on them with no permission on file, disciplinary action may be taken. Students should never share any type of medication with other students. Students may have unknown allergies or reactions even to over the counter medication. Sharing of medication will result in disciplinary action.

IMMUNIZATION POLICY

Each student should have the immunizations required by law or have an authorized waiver. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with state law. Any questions about immunizations or waivers should be directed to Britany Soutar at 248.969.1828.

PARENTAL INVOLVEMENT AT OXFORD BRIDGES HIGH SCHOOL

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

PARENTAL INVOLVEMENT PLAN FOR OXFORD BRIDGES HIGH SCHOOL

The Parent Involvement Plan for the District and OBHS will include, among others, the following strategies:

1. An Annual Report is presented each year for public review.
2. Standardized test results are reviewed and sent home to parents.
3. Educational Development Plans are created for each student detailing a student's projected career focus, educational outcomes, and course requests for the student's four years of high school.
4. The Parent Involvement Plan will be sent home each year in the student handbook.
5. Results of student assessments are provided regularly through a variety of channels.

RELATIONSHIPS WITH PARENTS

The Board needs parents to assume and exercise responsibility for their child's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- Participating in school functions, organizations and committees.
- Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment.
- Requiring their child to observe all school rules and regulations;
- Supporting or enforcing consequences for their child's willful misbehavior in school;
- Sending their children to school with proper attention to his/her health, personal cleanliness, and dress.
- Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study.
- Reading all communications from the school, signing, and returning them promptly when required.
- Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

STUDENT ASSESSMENT COMMUNICATION

ASSESSMENT	FREQUENCY
MStep	Results sent to parents (upon receipt)
Classroom Performance	Online Term Report Cards, Conferences, PowerSchool
IEP's—Special Education	Quarterly, Annually, Every Three Years
Parent Teacher Conferences	Per Term
ACT, SAT, PSAT	Results sent to parents (upon receipt)

- Parent Teacher Conferences are scheduled during each Semester. Parents who are unable to meet during conferences may contact teachers and set up a mutually agreed upon time to meet. This dialogue continues through communication between parents and teachers via email, websites, phone calls, and voicemail.
- Curriculum Night is held at the beginning of each year so parents may meet teachers and become acquainted with the curriculum at the school. Parents can request a meeting to view the curriculum.
- Parents also have the opportunity to access grades for their students through PowerSchool, which is kept updated by teachers. Additional parent meetings are scheduled on an as needed basis, before or after school or during the teacher's conference hour.
- School newsletters and websites keep the school community aware of events, programs, and activities taking place in the building and offer opportunities for involvement. Major events scheduled are found on the district calendar. Three times during the school year, the district provides a newsletter to inform parents of events and news throughout the district at all levels.
- As part of the enrollment process, a language survey portion is included on the form. The ESL teacher assesses students to determine the level of services.
- Involvement in community programs allows the business community and the school administration the opportunity to establish positive partnerships.
- Tutoring is available by high school students through service and community hours
- The school, principal, teacher and parent will work in partnership to maintain regular communication between home and school to provide the best education for the students.

GRADUATION REQUIREMENTS

Understanding that students transferred to OBHS are behind in credits, we have reduced the number of elective credits needed for graduation. This allows students to be successful and graduate in a timely manner. We also get students in their senior year both first and second semester. Taking this into account, the requirements below MAY BE altered if necessary so as not to penalize students for transferring in.

Graduation Requirements- Class of 2022 and 2023

English Language Arts	4
Sciences	3
Mathematics	4
Social Studies	3
PE	0.5
Health	0.5
World Language	2 (1 with a VPA exchange)
Visual/Performing Arts (VPA)	1 (2 if exchanging for world language)
Remaining Electives	3
Total	21

Graduation Requirements- Class 2024 and above

English Language Arts	4
Sciences	3
Mathematics	4
Social Studies	3
PE	0.5
Health	0.5
World Language	2 (1 with a VPA exchange)
Visual/Performing Arts (VPA)	1 (2 if exchanging for world language)
Technology	0.5
Service Learning	0.5
Remaining Electives	3
Total	22

ADDITIONAL GRADUATION REQUIREMENTS

Educational Development Plans (EDP) Each student shall develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her educational development plan during grade 8 and revise it as appropriate each year thereafter. The educational development requirement will begin with the graduating class of 2020.

An educational development plan shall be developed, reviewed, and revised by the student under the supervision of the Interventionist. It will be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist students to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education. The plan must be based on a career exploration program or curriculum and high school readiness scores, to assist the student identifying career development goals as they relate to academic requirements.

In addition, the plan should include work-based learning experiences for the student where appropriate and participation in a career curriculum as developed by the district/school. At a minimum an Educational Development Plan will consist of the following components: A. two (2) student identified goals - one long-term goal and one short-term goal B. a four (4) year plan for high school course plan or a modified course plan based on enrollment date C. a Talent Portfolio - updated resume, accomplishments, experiences, and certifications that encapsulate the student's high school experience D. two (2) student identified Career Clusters or Pathways E. a post-secondary plan for after high school graduation (i.e. military, four-year university, apprenticeship, certification program, etc.).

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student's experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct warrants.

CAREER AND TECHNICAL EDUCATION (CTE) NOTIFICATION

The U.S. Office of Civil Rights Guidelines regarding Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 require all school districts to notify the public annually of Career and Technical Education (CTE) offerings and to give assurance of nondiscrimination on the basis of race, color, national origin, sex, age, handicap or limited proficiency in English.

All students at Oxford Bridges High School are eligible to participate in the CTE courses offered at Oxford High School and Oakland Schools Career and Technical Center (OSTC).

CTE/MMC NOTIFICATION

All students are required to develop and have an educational development plan (EDP). During the process of developing and reviewing a pupil's educational development plan, the pupil shall be advised that many of the curricular requirements of this section and section 1278a may be fulfilled through career and technical education.

DUAL ENROLLMENT

In an effort to meet student needs and interests, school districts have allowed their students to attend courses at local colleges or universities, in addition to their own high school. Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act which directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, for students who meet all of the necessary qualifications. The spirit of Postsecondary Options, or "dual enrollment" is that it is an extension of the high school's curriculum, not a lateral supplement. Every effort will be made to fill a student's schedule with appropriate courses from the Oxford Bridges High School, Oxford High School or Oxford Virtual Academy curriculum before considering other postsecondary options.

To qualify, all the following conditions must be met:

1. Students in grades 9 through 12 must have qualifying scores on the following tests: PSAT, PLAN, ACT or other to be determined college placement assessments. See your counselor for your scores.
2. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
3. The college courses must not be offered by the district. An exception to this could occur if the Board of Education determines that a scheduling conflict exists, which is beyond the student's control.
4. The college courses cannot be hobby, craft, or recreation courses; nor can they be courses in physical education, theology, divinity, or religious education.
5. Students are responsible for applying to the postsecondary institution. Acceptance is not guaranteed. Proof of registration in college courses must be provided to the high school counselor before the first day of high school classes each semester. Otherwise, the student will be enrolled in 7 courses at the high school, and the district will not pay any college tuition or fees for that semester.

Please Note

- Students can earn both college and high school credit.
- Request deadlines: June 1 for following 1st semester Fall entrance and November 1 (for 2nd semester).
- Districts are required to pay the lesser of: (a) the actual tuition charge, mandatory course fees, materials fees and registration fees; or (b) the portion of the student's foundation grant allowance, adjusted to the prorated of the school year they attend the post-secondary institution.
- Dual enrollment classes do not qualify for GPA added value points.

NON-DISCRIMINATION POLICY

Oxford Community Schools does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic, in its programs, services or activities, including employment opportunities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: David Pass, Assistant Superintendent of Human Resources, 10 North Washington Street, Oxford, MI 48371, (248) 969-5004.

SPECIAL EDUCATION

Oxford Bridges High School provides a teacher consultant, and ancillary services for students identified as having a disability defined by the Individuals with Disabilities Education Act (IDEA).

A student can access special education services through the proper evaluation and placement procedure. Parent involvement in this procedure is required. More importantly, the School wants the parents to be an active participant. To inquire about the procedure or program a parent should contact the Special Education Office at 248.969.5019 or your child's counselor.

AMERICANS WITH DISABILITIES ACT – SECTION 504

The American's with Disabilities Act (A.D.A.) requires the School to ensure that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals.

Students with disabilities may be served within the regular education program with an accommodation plan developed by school staff. Parents who believe their child may have a disability that substantially limits the child's ability to

STATE REQUIREMENTS AND MODIFICATIONS

The State of Michigan has legislated that every student needs to complete all aspects of the Michigan Merit Curriculum. The State has allowed for the possibility that some students, with the support of their parents/guardian, may request a modification to the State graduation requirements. These modifications, which may produce a personal curriculum plan, are to be developed by a group consisting of the student, his or her guardian/parent, the student's counselor and administrative designee. The modified plan will incorporate as much of the subject area content expectations as practical, as well as alignment with the student's educational development plan (EDP). It is also the responsibility of the student's parents/guardian to monitor their child's progress against the goals contained in the personal curriculum plan as well as contacting individual teachers at least twice per semester.

There are no modifications allowed to the State of Michigan requirements for Language Arts, World Language, Science, U.S. Civics, Algebra I and Geometry. Requests to make modifications to health/physical education and visual and performing arts requirements based on additional courses beyond the required credits in Language Arts, Math, Science, Social Studies, or World Language will be allowed only if there is no elective class within their schedule that can be dropped to add the state requirement.

Students and their parents need to be aware that if a personal curriculum plan is granted and the student does not achieve proficiency in the required credits, the personal curriculum is null and void. They also need to understand that a personal curriculum plan may impact NCAA eligibility, college scholarships, and college admission.

OPPORTUNITY TO RETURN TO OXFORD HIGH SCHOOL:

Students have an opportunity to return to Oxford High School under the principal's recommendation. The following is a guide on how this decision is made.

1. Students will be enrolled in a core content class at the high school prior to returning. The expectation is the student should maintain a B average (85%), have no missing assignments and no unexcused absences.
2. Students will maintain a 3 on the standards based grades scale in all courses, remain caught up in all courses (seated and online), and have no unexcused absences.

GENERAL INFORMATION

ACCIDENTS

A student who is injured in school or on school property should report the accident to the teacher and/or the main office and should fill out the appropriate accident report.

ACADEMIC ASSESSMENTS

Each teacher sets ground rules regarding how students are assessed. At OBHS teaching staff work in units and assess students at the end of each unit. OBHS does not do midterm or final exams.

CELL PHONES & ELECTRONIC COMMUNICATION DEVICES

Students at Oxford Bridges High School are not prohibited from having or using their phones. Each teaching staff has their own expectations with regard to cell phone use. However, students are expected to act like young adults and handle their business appropriately. If a teacher requests phones to be put away, the expectation is students will comply with that direction.

If they are unable to cooperate, and handle their phones in a manner conducive to the learning environment, it may be confiscated, and consequences instituted up to and including parents coming to get students and their phones. Students consequences may include keeping their cell phone in the principal's office for an extended period of time as opposed to being suspended.

Please do not text or call your child during school hours. If you must reach them, please call the office at 248.969.1828.

CHILD ABUSE/NEGLECT

Public schools are required by law to report all suspected cases of abuse and/or neglect to the department of Social Services for investigation.

DANCE POLICY

All students who attend Oxford Bridges High School are able to attend all events held within the district.

1. Dances (with the exception of prom) will be held in the Ian Smith Gym. This will allow for better lighting and more space for students to dance. Lighting will be at the level that chaperones can readily identify students for proper behavior, but an appropriate dancing atmosphere will be maintained.
2. Guest Passes – OHS students inviting guests will need to request a Guest Pass from the Main Office and have the form completed three days prior to the dance.
3. Dress Code – Formal or Semi-formal attire is expected. No Jeans, T-Shirts or Hats. Dresses must be no shorter than finger length with arms draped at sides. Clothing must be securely in place, not sagging or falling off the body.

4. Acceptable Dancing – dancing shall be appropriate for a school function with no sexually explicit, lewd, or bump and grind dancing. All dance styles must comply with standards of modesty and safety. Dance supervisors in attendance will be the final judges of the appropriateness of dance styles. Repeat offenders will be asked to leave and a refund will not be issued.
5. Refreshments – water and light snacks will be provided on a complimentary basis.
6. Song Playlist – DJ’s will provide a “Playlist” in advance to the Student Council Advisor representing several genres of radio edited dance music. Classic Rock, Country Western, Alternative, Hip Hop, etc.

Faculty, parents or students with any questions may contact an Administrator for clarification.

DRIVING AND PARKING REGULATIONS

Driving to Oxford Bridges High School is a privilege. To be afforded this privilege, a student must do the following:

1. Register your car in the main office within the first two (2) weeks of starting school or within the first (1) week of when a student begins to drive to school if they did not drive at the beginning of the year.
2. Be in possession of a valid driver’s license
3. Drive safely in and around the school property.
4. Failure to comply with the above will result in a loss of driving privileges.

FIRE, TORNADO, EMERGENCY, AND CRISIS DRILLS

Periodic drills are held at regular intervals during the school year. The purpose of these drills is to make you acquainted with standard procedures in case of an emergency. Become familiar with the rules and the proper exit from each building area. The teacher in each classroom will review instructions with students. Students failing to follow emergency procedures or teacher requests will be disciplined by administration. Students who set off false fire alarms or tamper with fire extinguishers could endanger someone’s life and will be held liable for any damage or costs incurred by the Oxford School District. Also, students will be disciplined according to the Code of Conduct by school administration and law enforcement agencies will be contacted.

LOCKERS

Oxford Bridges High School has lockers available. Unfortunately, there is not enough for each student to have their own. Therefore, you may have to share. Lockers are not assigned, please ask a staff member.

Your locker becomes your school home and should be used for storage of clothes, books and other valuables. Students are expected to keep their lockers as orderly and clean as possible. Make sure it is properly locked. Do not reveal your locker combination to other students.. Lockers are the possession of the Oxford Schools. They may be inspected by an administrator for cleanliness or if suspected to contain illegal items or substances at any time without permission of the student. Periodically lockers may be inspected by “drug” dogs for illegal substances.

Articles stolen or damaged are not the responsibility of Oxford Bridges High School.

LOST AND FOUND

Pick up lost books and articles of clothing in the main office. Articles found should be returned to the office. Articles not picked up at the end of each semester will be donated to a charitable organization.

LUNCH

OXFORD BRIDGES HIGH SCHOOL IS A CLOSED CAMPUS. Thus, a student who leaves campus without permission during lunch will receive an unexcused absence and is subject to discipline per the Student Code of Conduct. Students should conduct themselves in an orderly fashion, taking care of their property and the property of others by keeping their environment clean and free of litter. Students are not to eat lunch in carpeted areas.

All students at Oxford Bridges High School are eligible for both free breakfast and lunch.

RESIDENCY

All Oxford Bridges Students are transferred from Oxford High School. We are not a school of choice.

STUDENT IDENTIFICATION CARDS

New student ID cards are provided each year. Each student **MUST** get a new card each year. There is a small charge for replacement of a lost ID card. Many school activities will require you showing your ID card for admission. Students are to wear their ID's on the lanyard provided to them at all times.

TEXTBOOKS

Oxford Bridges High School does not rely on the use of textbooks. However, all basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. Students will be charged a fee based on the teacher's judgment for abuse, misuse or lost books. Fees for lost books or equipment are paid either to the teacher or to the office. Students will not be allowed to participate in the graduation ceremonies until these financial responsibilities are paid.

VISITORS

Students may not have visitors in school during the regular school day without expressed approval of the principal under special circumstances. Visitors are unacceptable distractions to the educational process.

WITHDRAWAL FROM SCHOOL

In the State of Michigan compulsory education is mandatory until the age of 18. No student under the age of 18 will be allowed to withdraw from school without the written consent of his/her parents. The student must complete the proper forms, return all school textbooks and materials, and pay any fee or fines that are due before being allowed to withdraw.

WORK PERMITS

Work permits are mandatory for youths under the age of 18 and are required by law for the protection of the student worker. Employers are limited to the types of work a student can perform safely and are limited to the number of hours a student can work each week, as well as how late a student can work. The hours vary with a student's age and are explained on the application form. Work permits can be obtained in the Principals' office

ATHLETIC PROGRAM

Oxford Bridges High School students are allowed to participate in all sports as long as they are eligible.

The High School programs have, over the years, been consistently successful due in part to exemplary student-athletes and an excellent staff. Oxford is a member of the Oakland Activities Association (OAA) and the Michigan High School Athletic Association (MHSAA). Students are encouraged to actively participate in our athletic program. We encourage you to contact the athletics office regarding eligibility, student transfer rules and practice/tryout dates. For Oxford High School's Athletic Code of Conduct, please refer to the Parent & Student Athlete Handbook, found on the Oxford Schools Website at <http://www.oxfordschools.org/>

The following sports are available to student-athletes:

Fall Winter Spring Boys Cross Country (V,JV) Boys Basketball (V,JV,9) Baseball (V,JV,9) Girls Cross Country (V,JV) Girls Basketball (V,JV,9) Boys Golf (V,JV) Football (V,JV,9) Boys Bowling (V,JV) Boys Lacrosse (V,JV) Girls Golf (V,JV) Girls Bowling (V,JV) Girls Lacrosse (V, JV) Boys Soccer (V,JV) Competitive Cheer (V,JV) Girls Soccer (V,JV) Girls Swim & Dive (V,JV) Ice Hockey (V) Girls Softball (V,JV,9) Girls Volleyball (V,JV,9) Boys Swim & Dive (V,JV) Boys Track & Field (V,JV) Sideline Cheerleading (V,JV) Wrestling (V,JV) Girls Track & Field (V,JV) Boys & Girls Skiing (V,JV) Girls Tennis (V,JV) V: Varsity, JV: Junior Varsity, 9: Freshman

Student Requirements for Participation Student-athletes are not eligible to participate in any sport until the following requirements have been met:

1. A current physical examination (on or after April 15 of previous school year) completed and form turned into the athletic office.
2. All eligibility requirements have been satisfied.
3. Emergency treatment release card on file in the athletic trainer's office.
4. Transportation consent form completed and on file with the team coach.

IMPORTANT WEBSITES FOR ATHLETICS

- Oxford Community Schools site: <https://oxfordathletics.org>
- State Tournament Information and regulations: www.mhsaa.com
- Oakland Activities Association (OAA) Information:
<https://www.oaklandactivitiesassoc.org>

STUDENT CLUBS AND ORGANIZATIONS-

Oxford Bridges Students may join and participate in any club at OHS. Students can be dropped off by their bus or drive to OHS once school is done for the day. Students are not allowed in classroom areas until school is dismissed for the day.

There are many opportunities and clubs for all students. Below is a list of most clubs. Please check to see if there are others available.

American Sign Language

AUTO Club

Business Professionals of America (BPA)

Creature Card Club

Cybersecurity Team

Dance Team

DECA

Equestrian Team

Gender and Sexuality Alliance (GSA)

Film Society

First Robotics Team

HOSA

I'm Third Volunteer Team

Intramural Sports

Link Crew

Math Club

Model United Nations

National Honor Society

Oxford RoboCats

Powerlifting Club

Quiz Bowl

SADD

Ski and Snowboard Club

Social Justice Club

Speech and Debate Club

Tedx Oxford High School

Travel Club

Video Game Club

STUDENT CODE OF CONDUCT

Students who attend Oxford Brides High School are expected to follow the conduct outlined in the Oxford Community Schools Student Code of Conduct publication . At all times, we attempt to utilize restorative practices before suspension, however, depending on the severity of the behavior suspension may still occur.

Please refer to Oxford's Student Code of Conduct for a comprehensive description of student expectations.

Each student is provided access to the Oxford Community Schools Code of Conduct at the beginning of the school year. The Code of Conduct contains policies adopted by the Board of Education for the governing of student behavior and the consequences for failure to adhere to these policies. The policies found in the Code of Conduct for high school students also covers school sponsored activities, such as extra-curricular, social and athletic functions, local and out of town. While the Code of Conduct contains many of the rules and procedures at Oxford Bridges High School, students are expected to also follow the rules and procedures established in this student handbook and the informal rules and procedures established by the staff of Oxford Community Schools.

Each student shall be expected to abide by national, state and local laws, as well as the rules of the school; respect the civil rights of others; act courteously to adults and fellow students; be prompt to school and attentive in class; work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race or ethnic background; complete assigned tasks on time and as directed; help maintain a school environment that is safe, friendly, clean and productive; and act at all times in a manner that reflects pride in self, family and in the school.

TECHNOLOGY ACCEPTABLE USE POLICY

At the beginning of every school year and prior to accessing Oxford School District technology, students and their parents are required to read the "Student Acceptable Use Policy Guidelines" and sign the "Student Technology Contract." The guidelines were developed to promote appropriate educational use of the technology that your tax dollars have so generously provided. Equally important are the student's safety and well-being.

ACADEMIC INTEGRITY

Philosophy: Throughout history, original ideas have paved the way for others to expand and build upon those ideas. While it is important to use others' original ideas to push our ideas further, it is also important to give credit to those original sources. When students neglect to give credit to those sources, academic dishonesty is committed. Students need to ensure that work turned in as their own is indeed their own. The work must also include proper citations to avoid plagiarism.

Forgery and plagiarism are both examples of lying and/or cheating and are not acceptable. Violations of this rule will result in failing the assignment, possible failing of the course, as well as possible suspension

Oxford Schools recognizes the destructive nature of academic dishonesty and has created the following guidelines to help stop it.

Types of Dishonesty

Plagiarism: Using another's thoughts, words, or work, in portion or entirety, and then representing that foreign material within one's document as one's own original work. Example: Student copies and pastes someone else's published work without proper citations.

Collusion: Allowing one's work to be reproduced, in portion or entirety, without proper and public citation and documentation. Example: One student allows another student to copy his/her homework.

Duplication: Submitting another's work in its entirety as one's own. Example: A student submits his/her sister's work from two years ago. A student copies off another student's test.

Invention: Creating information without history, support, or verification, and representing it as fact, either directly or through suggestion. Example: A student creates a source.

Manipulation: Refashioning legitimately-borrowed information through any degree of alteration or withholding so that a student's argument appears more valid. Example: A student alters lab data to make it fit their argument.

Expectations of Behavior

Use of Translators: Translators are used to access new knowledge or learning, not to demonstrate what you know in an assessment. Translators should not be used during a test, quiz or writing assignment.

Use of Technology: Use of computers, cell phones, or other assistive technologies are not allowed unless directed by your teacher during a test or quiz. Use of computers for projects and other writing assignments should follow proper citation standards.

Testing Behaviors: Use of notes, cheat sheets, classmates work, or other unauthorized resources during a test, quiz, lab, or on-demand writing is not allowed (unless specifically allowed by the teacher). To maintain the integrity of the assessment, students should not share or communicate test materials.

Collaboration Behaviors: Students working in collaborative groups on individual or group projects are expected to submit work demonstrating their own knowledge by following teacher guidelines and project expectations.

Any display of the above behaviors will result in consequences. The nature of the consequence will be dependent on the severity of the behavior.