



MISSION:

Inspire students to become lifelong learners

Create responsible citizens

Empower students to develop to their potential
in a caring, supportive and diverse environment

INTRODUCTION

Conner Creek Academy East, now Michigan Collegiate Elementary, was established in 1999 as a Public School Academy chartered by Ferris State University. Our middle school/high school facility in Warren opened in 2008. Our goal is to provide a quality education to students as well as instruction in character development. We had our first graduating class in June 2006. As a public school academy we accept children from throughout the geographic region.

NONDISCRIMINATORY POLICY

Michigan Collegiate admits students of any race, color, national and ethnic origin, sex, disability, age, homeless status or genetic information to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate or segregate based on race, color, national and ethnic origin, sex, disability, age, homeless status or genetic information in administration of its educational policies, scholarship and loan programs, athletic and other school administered programs. The administration, however, reserves the right to dismiss or refuse admission to anyone unwilling to comply with the school's regulations and academic or behavioral standards. If you have any questions or concerns, you may contact Russel Woodruff, Superintendent/Civil Rights Compliance Officer, at (586) 779-8055.

PHILOSOPHY AND OBJECTIVES

Mission Statement

Michigan Collegiate:

- **Inspires** students to become lifelong learners in a caring, supportive and diverse environment.
- **Creates** responsible citizens
- **Empowers** students to develop their potential

Philosophy

Michigan Collegiate is dedicated to the education of students from Kindergarten through 12th grade. Its instruction and training are designed to provide a strong educational environment to help students now and prepare them for the future.

The education experience should cultivate and nurture the whole person. We strive for excellence in our educational programs and are committed to instilling positive values in each student. We prepare students for their future education and employment by offering opportunities for intellectual, social, physical, emotional and aesthetic growth. Students are challenged to develop their natural abilities and talents.

We believe that the family and the school complement each other and are not separate entities. Michigan Collegiate functions as an extension of, not as a replacement for the home.

Michigan Collegiate Goals

INTELLECTUAL

Prepares students for further education by:

- Developing academic knowledge and skills.
- Stimulating critical thinking and problem solving skills.
- Providing exposure to educational technology.
- Requiring participation in a diversified curriculum.

SOCIAL

Offers student's guidelines and instruction for a healthy relationship by:

- Nurturing a healthy sense of self-worth.
- Encouraging the development of positive behavior toward all humanity.
- Teaching the recognition and understanding of authority.
- Fostering a wholesome respect for human life.
- Cultivating a sense of responsibility for others.
- Encouraging participation in wholesome activities.

PHYSICAL

Encourages students to value physical fitness and a healthy lifestyle by:

- Providing students with a variety of opportunities to develop physical skills.
- Training students to be physically fit.
- Providing students with a knowledge of physiology and general health care.

EMOTIONAL

Nurtures students in adjusting to life's situations by:

- Encouraging the development of self-discipline and control.
- Teaching guidelines for establishing an emotional balance in the decision making process.

AESTHETIC

Offers students exposure to and instruction in the arts and help students appreciate, experience, and create beauty by:

- Encouraging skills in the fine arts: i.e., painting, drawing, and sculpture.
- Developing appreciation and talents in different forms and types of music.
- Nurturing an appreciation and providing opportunities for experiencing a variety of literary types: i.e., poetry, plays, novels, and essays.

CHARACTER BUILDERS

The administration, faculty and staff endeavor to apply the following principles in carrying out their responsibilities of leading students to develop positive character in each of these areas:

Maintaining High Academic Standards

- Through a thorough mastery of the skills of communication and other academic disciplines so that the student will be prepared to acquire further knowledge.
- Through the desire to work and to acquire knowledge at maximum ability.
- Through the ability to discern the truth from error.

Instilling Morals in the Heart of the Students

- Through the development of an appreciation for the values accrued from our past cultural heritage.
- Through encouragement of the desire to choose right over wrong and to hold to one's convictions under pressure.

Generating Patriotism

- Through the teaching of loyalty to our country and a recognition of the actions which undermine our country's foundation.
- Through development of a desire to become involved citizens of this nation.
- Through the teaching of Core Democratic Values

Living Disciplined Lives

- Through the exercising of self-restraint and consideration of others.
- Through cooperation and consideration for administrators, staff, parents and peers.

ACADEMIC AWARDS

Awards are based upon work completed during an entire school year for all students in grades 3-5.

a. Principal's List

To qualify for the Principal's List, students in grades 3-5 must achieve a grade point average (GPA) of 3.5-4.0 and no final grade lower than a "C." These students will receive a Principal's List Certificate.

b. Honor Roll

To qualify for the Honor Roll, students in grades 3-5 must achieve a GPA of 3.0-3.49 and no final grade lower than a "C." These students will receive an Honor Roll Certificate.

Other Awards

Student of the Month K-5

Selected by teachers in their classrooms.

HOMEWORK

Homework is an integral part of the school program and is assigned to aid the student in learning. It provides the student an opportunity to advance in his/her studies. The work assigned is a supplement to the regular classroom work. Homework is considered both vital and necessary. When homework is assigned, it is expected that it will be completed neatly and submitted on time. Whenever a student is absent or misses work, he/she is responsible for missed work. Whenever a lengthy period of absences is planned, all work that will be missed should be obtained and turned in as agreed upon with the teacher.

Purpose

1. To establish the habit of studying at home and the responsibilities connected with taking a school assignment home and bringing it to class completed.
2. To complete unfinished class assignments.
3. To practice and apply some of the skills being learned in the classroom.
4. To involve the parent in the work the child is doing.
5. To participate in activities that further challenges the abilities of the pupil.
6. To make up assignments that were missed due to absences.

Parental Responsibilities

1. Set a definite time and place for study.
2. Take an active interest in what the child is doing.
3. Give encouragement, but do not do the work for the child.
4. Give personal supervision when it is needed.
5. Follow teaching methods used in the school, if possible.
6. Discuss ideas presented in the classroom.
7. Speak with the teacher for specific help when needed, or when the child is spending excessive time on homework or not completing the homework.

ACADEMIC GRADES

Progress Reports & Parent-Teacher Conferences

Two times during the school year, Progress Reports are passed out with formal Parent-Teacher Conferences. The dates are listed on your yearly calendar. We feel it is imperative for parents to attend these conferences. If there is an emergency and you cannot attend, please inform your student's homeroom teacher and make arrangements to meet at a later date.

Report Cards

Report cards are given at the end of each semester. See the school calendar for dates.

Grading Policy

In grades K-2, the following grading system is used:

S = Satisfactory

P = Progressing

N = Needs Improvement

The following is an explanation of academic grades used on most class work and report cards.

Letter grades are for grades 3-5:

A - Outstanding (90-100)

Does work in excess of regular class assignments and exact in detail; shows independence and resourcefulness; is a systematic, conscientious hard-worker; and always completes

B -Above Average (80-89)

Usually completes assignments accurately and on-time. Works effectively without assistance and supervision.

C-Average (70-79)

Usually completes assignments, understands concepts, generally has materials ready for class, solves average problems with general direction.

D-Noticeably Weak

(60-69)

Experiencing difficulty, not meeting all assignments and requirements of instructor, requires extra teacher direction and attention, has difficulty following sequential steps to a logical conclusion

E-Failing

(Below 59)

Below minimum requirements; work is unsatisfactory

PROMOTION / RETENTION

In order for a student to be promoted, he or she must show proficiency in the required classes: Language Arts, Mathematics, Science and Social Studies. In addition K-3 students must fall within an appropriate reading level to be successful in the next grade. Arrangements for retained students may be made with the administration for possible promotion based on a satisfactory improvement of the student's reading level as assessed by the school.

DISCIPLINE

Discipline and responsibility for one's own actions are of utmost importance to students, parents and teachers. Responsibility is a learned behavior and self-discipline is one of the principles necessary to maintain a well-balanced life. **Restorative practices** are always the first line of discipline we consider and implement.

A child's first encounter with authority is at home; therefore, the basis for discipline and responsibility resides within the home. Parents will be informed when unusual circumstances needing disciplinary action arise. It is expected that there will be parental follow-through. With parental support, the school can be of help to the student.

Discipline is maintained with firmness, consistency and fairness. Our staff maintains standards of behavior in the classroom through kindness, love and genuine regard for the student. When disciplinary action becomes necessary, it is firmly carried out and tempered by good judgment and understanding.

Students are expected to display proper conduct by following the directions of teachers and other adults, by demonstrating courtesy to all and by exercising self-control in their behavior. This includes the buses and bus stops. Any violations are subject to school policies.

STANDARDS OF CONDUCT

General Behavior

1. The use or possession of illegal drugs, tobacco, e-cigarettes, vapes and/or alcoholic beverages is not permitted.
2. Involvement in any sexual activity and/or harassment (physical or verbal) is not permitted.
3. Fireworks, firecrackers, matches and other flammable materials are prohibited by law and are not permitted on campus.
4. Students will not bring on campus any weapons (including pocket knives, laser pointers, BB guns, toy guns, corkscrew, and pellet guns) or anything that resembles a weapon/firearm or anything that can be used as a weapon.
5. Profanity and/or vulgarity are unacceptable.

6. Students will not tamper with any school device or interfere with the internet and/or network.
7. Honesty is expected at all times. Cheating, lying, stealing and plagiarism are not acceptable.
8. The rights and property of others are to be respected at all times.
9. School facilities, books, desks, lockers, technology devices, etc., are provided for the use of the students. Damaging or defacing of such property is unacceptable.
10. Students and their parents are responsible for damage incurred to school property, whether willful or accidental (including breakage of windows, damage to the building, abuse or loss of books, etc.)
11. Pride grows from a clean campus. Students are encouraged to help keep the campus clean.
12. No candy, food or drinks are to be consumed in the classroom without the teacher's permission.
13. Permission must be given for a student to leave class or campus. Parents must sign students out at the main office.
14. Unauthorized visitors are not permitted.
15. Gambling is not permitted.
16. Student lockers are the property of the school. Lockers are on loan to the students to use, with the understanding that school officials may inspect them at any time.

Classroom Behavior

Teachers are responsible for establishing a behavioral plan which maintains a positive class atmosphere conducive to quality education. Students are expected to be respectful and cooperative with their teachers. A teacher's desk, cabinet, bookcase, etc., are regarded as personal property.

When a student's behavior or attitude violates school standards, various types of discipline are applied. Teachers and staff may refer students to an administrator for violations that are particularly serious. Teachers are encouraged to contact parents/ guardians when concerning patterns of inappropriate behavior appear.

Cell phones/Electronic Communication Devices

A student may possess a cellular telephone or other electronic communication devices (ECD) in school, on school property, at after school activities and at school-related functions, provided that during school hours the cell phone or ECD remains off. Cellular devices may be used occasionally for instructional purposes at the sole discretion of the teacher.

Also, during school activities when directed by the administrator or sponsor, cell phones and ECDs shall be turned off and stored away out of sight. Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action against the student which may result in confiscation of the cellular telephone or ECD.

The student who possesses a cellular phone or ECD shall assume responsibility for its care. **At no time, shall the School be responsible for preventing theft, loss or damage to cell phones or ECDs brought onto its property**

ADMINISTRATIVE DISCIPLINE

The purpose for discipline is to change errant behavior and teach students to be productively in charge of themselves. Discipline is a process that takes time and cooperation. Consequences will be administered on an individual basis, depending on the offense.

School Backpacks/Purses

Backpacks and purses will be kept in lockers during class time. Students may access these materials in between classes if needed. Students will be allowed to have a purse no bigger than the size of a standard pencil box. Backpacks, purses and any personal effects are subject to search by administration at any time.

MINOR Offenses

- Disruption to the learning environment
- Use of unacceptable language, derogatory comments, or visual gestures
Violation of the dress code
- Tardiness to class
- Use of school devices without permission

Consequences for Minor Offenses

One or more of the following:

- Parent notification
- Restorative Intervention
- Detention
- Behavioral contract
- Suspension
- Exclusion from activities during or after the school day

Persistent disobedience with respect to minor offenses will result in a recommendation for suspension pending a hearing for removal from school for the remainder of the semester or school year.

***MAJOR* Offenses**

- Cheating
- Lying or intentionally misrepresenting information to school personnel
- Skipping school
- Disrespect to authority
- Destruction or misuse of school property
- Publicly post on-line videos, pictures, or text that misrepresents
MC staff or students
- Tampering with any school device or interfering with the internet and/or network.
- Engaging in inappropriate physical contact or acts of affection

- Harassment of any kind, including but not limited to sex, sexual orientation, race, color, national origin, religion, height, weight, handicap, or disability of students by other students. Harassment includes, but is not limited to, cyberbullying, unwelcome comments or gestures (written or verbal) or other behavior which creates an intimidating, hostile, or offensive environment
- Use of cell phones inappropriately
- Physical altercations (see below)

*Please see the Bullying and Aggressive Policy that is attached.

Consequences for Major Offenses

One or more of the following:

1. Parent notification
2. Restorative Intervention
3. Suspension
4. Behavior contract
5. Recommendation for expulsion
6. **For Cheating** - A grade of "0" is given on the exam/paper/assignment (see Cheating Policy).
7. **For Destruction of Property** - Replacement/repair is done at the student's expense.
8. **For Skipping School** - The student will have to make up all missed work at the teacher's convenience. He/she will receive the grade warned or a 59% whichever is *lower*.

***For Physical Altercations**

There will be swift and decisive administrative action taken against any student that participates in dangerous and criminal activity. Namely, if any student participates in a physical altercation or has any friend or member of their family come to the school for the purpose of instigating, initiating, or participating in a fight, that student's status will be reviewed and said student(s) may be expelled from Michigan Collegiate Elementary School. Students who participate and/or instigate physical altercations *in any way* are dealt with in the following manner:

1st Offense: Up to 10 days out-of-school suspension and or citation from local police department.

2nd Offense: Student(s) status is reviewed by the discipline board and possible expulsion

-Any altercation in the last week of school could potentially result in an expulsion for 180

***Confiscated Items** - Any item(s) confiscated during the school year may be returned to a parent/guardian only.

Severe Clause

Any student involved in the following situations will be sent directly to the school office:

- Destruction and/or abuse of property
- Tampering/Interfering with school devices/internet
- Selling and/or distributing drugs or alcohol
- Alcohol consumption
- Sexual Misconduct
- Striking a teacher or other school personnel
- Gang involvement (two or more on one)
- Extreme Vandalism
- Violation resulting in misdemeanor or Felony with police
- Using drugs or possession of drugs
- Smoking (including e-cigarettes/vaping)
- Stealing
- Carrying weapon(s)

- The administrator may contact authorities if the activity is illegal.
- The administrator will meet with the parent/guardian, student and other involved parties.
- The violation will be discussed as will the parent's/guardian's disciplinary action.
- Within 24 hours of the above meeting, the parent/guardian will be informed of the school's action.

Students involved in a severe clause will be immediately disenrolled. Michigan Collegiate reserves the right to decline re-enrollment for students who have violated the above school policies.

SNAP SUSPENSION

A teacher, under Michigan law, is authorized to immediately remove and suspend a student from a class, subject or activity when the student's behavior is unruly, disruptive, or abusive, that it substantially interferes with the teacher's ability to effectively teach the class, subject or activity or the student's behavior interferes with the ability of other students to learn.

The teacher must immediately report the suspension to the administration and direct the student to the office for appropriate action by the administration. As soon as possible after the suspension, the teacher must contact the student's parent/guardian to arrange a conference to discuss the student's behavior. The school administrator must attend this conference if requested to do so by the teacher or parent/guardian.

Any student suspended under the conditions of this policy shall not be allowed to return to the class, subject or activity from which he or she was suspended until the passage of one full school day from the time of the student's infraction. Students attending separate class periods throughout the school day shall be allowed, under the discretion of the administration, to attend other classes taught by other teachers.

WEAPONS, FIREARMS, CRIMINAL SEXUAL CONDUCT AND ARSON

The Michigan Collegiate Board is continually concerned about the safety and welfare of students, staff and visitors and, therefore, will not tolerate behavior that creates an unsafe environment or threat to safety. A student in possession of a dangerous weapon/firearm or who commits arson or criminal sexual conduct on school grounds (including vehicles), in school buildings or at school-sponsored events shall be permanently expelled from school and the school shall immediately report any accident involving the possession of a weapon or dangerous weapon or criminal sexual conduct to the proper authorities.

BOARD OF DIRECTORS
CONNER CREEK ACADEMY EAST

POSSESSION OF WEAPONS

Reference: MCL 380.1311, 380.1312(1), 380.1313
20 use 7151

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the School for the purpose of school activities approved and authorized by the School including, but not limited to, property leased, owned, or contracted for by the School, a school-sponsored event, including athletic events, or in a School vehicle.

The term *weapon* means any object capable of inflicting serious bodily harm or property damage or endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paintballs, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18USC 921.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

The School Leader will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

This policy will be published annually in all School student and staff handbooks. Publication is not a precondition to enforcement of this policy.

Revised 11/18/15

BULLYING

Reference: The Matt Epling Safe School Law, Public Act 241 of 2011, as amended by Public Act 478 of 2014 (MCL 380.1310b).

The Board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of the school to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

BULLYING AND CYBERBULLYING ARE PROHIBITED

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors and volunteers, is prohibited. All pupils are protected under this policy, and bullying and cyberbullying are prohibited without regard to its subject matter or motivating animus.

DEFINITION OF BULLYING

"Bullying" means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

Substantially interfering with the educational opportunities, benefits, or programs of one or more pupils.

Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.

Having an actual and substantial detrimental effect on a pupil's physical or mental health.

Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"Cyberbullying" means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- o Substantially interfering with the educational opportunities, benefits, or programs of one or more pupils.
- o Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.

- o Having an actual and substantial detrimental effect on a pupil's physical or mental health.
- o Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since "bullying" also includes "cyberbullying," any reference in this policy to "bullying" shall also be deemed to refer to "cyberbullying."

Bullying and cyberbullying are prohibited at school. "At school" is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using telecommunications access devices or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in Section 219a of the Michigan Penal Code (MCL §750.219a).

Bullying and cyberbullying that does not occur "at school," as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

REPORTING AND INVESTIGATING REPORTS OF BULLYING

Every student is encouraged to report any situation that he or she believes to be bullying behavior directed toward a student to a teacher, a counselor, administrator, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the School Leader. Complaints against the School Leader shall be reported to the Board.

Under state law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The School Leader or designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying

may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

The School shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The School Leader is the school official responsible for ensuring that this policy is implemented.

CONFIDENTIALITY

The School will comply with all applicable laws regarding confidentiality of personally identifiable information within education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The School Leader, or the School Leader's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

NOTIFICATION

This policy will be annually circulated to parents and students, and shall be posted on the School website.

REPORTING

As required by state statute, the School shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department.

As required by state statute, the School's procedures with respect to bullying are contained within this policy, and thus no administrative guidelines accompany this policy.

Replaced 5/27/15

Cheating Policy

The following infractions constitute cheating:

Testing

- Any talking or whispering among students.
- Giving messages-verbal, nonverbal, or electronically.
- Intentionally exposing a test in such a way that answers can be seen or copying answers from an exposed test paper.
- Having anything on top of the desk except the test paper and a writing instrument (unless the teacher grants permission).
- Using unapproved materials during a test. This includes information on the floor, skin, clothing, shoes, or any other notes, etc.

Student Work

- Doing another's work.
- Making up or inventing information and presenting it as factual.
- Plagiarizing (copying any source without proper credit or use of quotation marks).
- Presenting any work to the teacher as your own, that was completed by someone else.
- Copying a finished product from another student without permission from the teacher.
Allowing another student to copy notes or information from your work (unless the teacher grants permission).

CONNER CREEK ACADEMY EAST
(Elementary, Middle, High School)

Special Education

Special Education is a specifically designed instruction, at no cost to the parent, to meet the unique needs of a student with a disability. Michigan Mandatory Special Education Act (P.A. 451 of 1976 and the individuals with Disabilities Education Act (IDEA) Amendments of 1997 (P.L. 105-17 of 1997 guarantee all persons with disabilities (ages 0-25) the right to a free and appropriate public education (FAPE).

Special Education and Related Services

Students with a disability and an IEP (Individualized Education Plan) are first and foremost general education students and every effort is made to keep them in the least restrictive environment which is the general education classroom in accordance with the IDEA. The following programs and personnel are in place to meet the needs of those students who require additional support as outlined in their IEP to make progress in the general education curriculum.

Elementary Resource Room (R.340.1749a,b) A lower and upper elementary Resource Room is available to those students whose IEP team has determined that specialized instruction is needed in the eligible areas that are affected by the student's disability according to their IEP and needed to support the student's progress in the general education curriculum. These classrooms are referred to as the Lower Elementary and Upper Elementary Learning Centers and instruction is delivered by a highly qualified special education teacher. In addition to the resource room at the elementary level a social worker and speech and language pathologist is available on staff to meet the needs of those students who qualify for these services as documented in their IEP's.

Middle and High School Special Education Program (Grades 7-12) At the middle and high school level special education students receive instruction in the general education setting by highly qualified teachers in eligible areas. A co-teacher (highly qualified special education teacher) provides service to special education students within the general education setting according to each special education student's IEP (Individualized Education Plan). Co-teachers support the student with the challenges that present themselves as a result of that student's disability and assist special education students in accessing the general education curriculum. This may include but is not limited to individualized and small group instruction, and making accommodations and modifications as specified in that student's IEP. In addition to the co-taught classes a social worker and speech and language pathologist is available on staff to meet the needs of those students who qualify for these services as documented in their IEP's.

For more information on special education programs and related services contact the Director of Student Services.

Conner Creek Academy East Criteria for Determining SLD Eligibility

Consistent with the May 2010 Michigan Criteria for Existence of a Specific Learning Disability (SLD), which is based on the Individuals with Disabilities Education Act (IDEA) federal regulations act 34 CFR R 300.309 and the Michigan Administrative Rules for Special Education (MARSE) R 340.1713, Conner Creek Academy East will be following processes for determining the existence of a Specific Learning Disability based on the criteria below.

The processes used will evaluate the student's response to scientific, research- based intervention as well as their pattern of strength and weaknesses. To obtain the most comprehensive data collection regarding the student's needs, we utilize a multimodal approach in our full and individualized evaluation, which allows us to provide educationally relevant recommendations for **strategies, supports, and services.**

The multimodal components will draw from a variety of **sources which may include aptitude and achievement tests, parent input, teacher recommendations, as well as, information about the student's physical** conditions, cultural background, and adaptive behavior.

For students being monitored through this multimodal approach who continue to display patterns of strengths and weaknesses and do not make adequate progress with specific research-based interventions in place, eligibility for a Special Learning Disability will be determined at a multidisciplinary education team (MET) meeting where all data gathered will be considered and recommendations for student's educational needs will be addressed.

SPECIAL EDUCATION DISCIPLINE

Discipline Procedures Special Education Students

Students with disabilities have the same responsibilities and rights as other students and may be disciplined for the same behavioral offenses in accordance with federal and state regulations.

Change of placement for disciplinary removals.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if:

- (a) The removal is for more than 10 consecutive school days; or
- (b) The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and proximity of the removals to one another.

Authority of school personnel

To the extent removal would be applied to children without disabilities, the removal of a child with a disability from the child's current placement for not more than 10 consecutive school days for any violation of school rules, and additional removals of not more than 10 cumulative school days in the same school year for separate incidents of misconduct as long as those removals do not constitute a change of placement:

Removal of 10 or less Consecutive or Cumulative (Not a change of placement) Days

The District will:

- Provide general education protections.
- Provide parent with Special Education Procedural Safeguards
- Review previous removals if they exist.
- Hold a manifestation determination review (MDR) within 10 school days of the decision to remove the student.
- Provide FAPE in accordance with the law.

Definition of FAPE: An educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation ACT of 1973 and the Individuals with Disabilities Education Act (IDEA).

Removal of Over 10 Cumulative Days (Pattern of removals-changes of placement)

The District will:

1. Provide general education protections
2. Provide parent with Special Education Procedural Safeguards
3. Conduct a MDR within 10 school days of the decision to remove a student.
4. Provide FAPE in accordance with the law.

Manifestation Determination Review (MDR): *The purpose* of this review is to determine whether or not the child's behavior that led to the disciplinary infraction has a direct relationship with the student's disability.

First the IEP team must consider in terms of the behavior subject to disciplinary action, all relevant information, including:

- Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;
- Observations of the child; and
- The child's IEP and placement; and

Then determine that:

- The IEP and placement were appropriate
- The special education services, supplementary aids and services were provided
- Behavior intervention strategies were provided consistent with the child's IEP and placement

The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and the child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

Result

No Manifestation

If the result of the review is a determination that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities. Child continues to receive FAPE. If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing and be provided with information concerning that process.

If Manifestation

A Functional Behavior Assessment is conducted and a Behavior Improvement Plan developed.
IEP is review
Child's placement cannot be changed except through an IEP.

Special Circumstances (Weapons, Drugs, Serious Bodily Injury)

Students can be placed in an Interim Alternative Setting if "Special Circumstances" are involved or by order of a Hearing Officer if the student is "dangerous".

Refer to the Michigan Department of Education Discipline Procedures current document for guidance.

Protections for children not yet eligible for special education and related services

A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the school, may assert any of the protections provided for in this part if the school had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Basis of Knowledge.

A school must be deemed to have knowledge that a child is a child with a disability if;

The parent of the child has expressed concern in writing (or orally if staff can collaborate) to administration and/or teacher of the school that the child is in need of special education and related services;

The parent of the child has requested an evaluation of the child;

The teacher of the child, or other personnel of the school, have expressed concern about the behavior or performance of the child to the principal and/or director of special education or to other personnel in accordance with the school's established child find or special education referral system.

Exception

The school would not be deemed to have knowledge if the school (1) either:

- (i) Conducted an evaluation based on the Procedures for Evaluation and Eligibility, and determined that the child was not a child with a disability under this part; or
- (ii) Determined that an evaluation was not necessary; and

Provided notice to the child's parents of its determination.

(i) Conditions **that apply if no basis of knowledge**. If the school does not "have knowledge" that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

(ii)

Limitations.

(ii) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

(iii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(iv) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the school shall provide special education and related services

DRESS CODE

The standards of dress and appearance for students at Michigan Collegiate are based upon good taste, modesty, cleanliness, comfort, safety and practicality. They are intended to show respect to the school and its faculty, to build school spirit. Students have the responsibility to dress and groom in a manner which does not disrupt the educational process nor endanger the health and safety of themselves or others. The following standards are not intended to be all encompassing. Administration has the responsibility and authority to apply these general guidelines when confronted with questionable appearance not covered specifically.

Students in grades K-5:

Girls:

Skirts/Shorts: Khaki or black (maximum of 2" above the knees)

Pants : "Dockers"/cargo style khaki or black (must be worn at the waist; no rips/tears)

Polo Shirt: Red or Black with MC logo-short or long sleeve

T- Shirt: Red or Black (plain) long sleeve shirt may be worn under polo shirt

Sweater: Black button down; no decorations; No hoodies

Fleece: Sweatshirt or Jacket, Black with MC logo only, purchased from uniform store

Shoes: Any type of closed-toe shoe (NO sandals, slides, slippers or flip flops)

Boys:

Pants or Shorts: "Dockers"/cargo style khaki or black (must be worn at the waist; no rips/tears)

Polo Shirt: Red or Black with MC logo-short or long sleeve

T-Shirt: Red or Black (plain) long sleeve may be worn under polo shirt

Sweater: Black button down; no decorations; No hoodies.

Fleece: Sweatshirt or Jacket, Black with MC logo only, purchased from uniform store.

Shoes: Any type of shoe (NO sandals, slides, slippers or flip flops)

***Miscellaneous**

- All clothing must be plain. Only the MC school logo is permitted.
- Bandanas, hats, "durags", are not permitted
- All students must be in dress code prior to the start of school.
- Field trip dress will be dictated by the activity. Students will be informed of what is acceptable dress prior to the trip.

- Casual dress days will be scheduled throughout the year. Casual dress means that the school dress code is relaxed for that day. However, the casual clothing must be modest, neat and in good taste.
 - o Jeans with rips/tears above the knee will not be permitted

- o Spaghetti straps, A-shirts, flip flops, slides etc. are not permitted
- o T-shirts with inappropriate sayings are not permitted
- o Casual skirts, shorts or dresses must be no more than 2" above the knee
- o No hats, bandanas, or du-rags are allowed

Violations of Dress Code

- Students who are not in dress code will be notified by the homeroom teacher and given the opportunity to correct the situation.
- Students who are in violation of the dress code because of sloppiness or "stretching" the rules will be corrected and a consequence will be issued.

ATTENDANCE POLICY K-5

Regular school attendance is vital to each child's academic success. Learning goes on every day, and if a child is absent excessively, they will find it difficult to keep up with their schoolwork. Habits formed in early years have lasting results. Students with a history of chronic absenteeism may be subject to an attendance contract in order to be enrolled/re-enrolled at Michigan Collegiate.

IF THE HABIT OF BEING ON TIME IS FORMED EARLY, THE PATTERN WILL BE CARRIED THROUGHOUT THE YEARS TO COME.

Procedures

1. Parents *must call* the appropriate school office before 8:45 a.m. to report their child's absence.
2. A student that arrives at school after 10:15 a.m. will be considered absent for half of a day.
3. A student that is released from school before 2:10 will be considered absent for half of a day.

****If your child is absent 18 or more school days, the school reserves the right to retain the student.**

DISTRICT ATTENDANCE CHECKLIST

Attendance in school is a vital part of a student's success and must be a priority for students and families. We are making an effort to communicate with parents and students when attendance is becoming a factor that takes away from learning. Each school's Attendance Officer (AO) will be contacting parents throughout the trimester as absences increase. Students who miss 18 days of school with unexcused absences may be subject to being dis-enrolled. If you have any questions you may contact your student's school for assistance. If your child is absent 18 or more days, the school reserves the option to withdraw the student from the school.

3rd Missed Day: Staff calls home to inform parents and to stress the importance of being in school.

6th Missed Day: Staff calls home. 1st letter is sent home

9th Day missed: Admin calls home, stresses the importance of school and informs parents that a meeting will be required if a student continues to be absent.

12th day missed: Staff calls home informing parents that a parent meeting is now required.

15th day missed: Another phone call from staff and 2nd letter is sent home warning parents of a potential drop from school.

18th day missed: Students will potentially be dropped from school. An official drop letter and phone call from Admin will follow as well.

TARDY POLICY

Punctuality to school and to class is *very* important. With promptness, a student demonstrates self-discipline and responsibility. Self-discipline in this area is not only important for proper academic achievement, but it is essential for the development of good habits, which are characteristic of success and good citizenship.

A student is considered tardy to class when he/she is not in the classroom when it is time to begin class. Students are expected to attend class fully prepared with the materials needed for the class. Developing the habit of promptness is not only of great value in school but is also a great habit.

Procedures

1. A student will be marked tardy if he/she comes to school after the attendance period (8:50 a.m.).
2. Ten tardies per trimester results in a letter to the parents.
3. Twenty tardies will result in the truancy office being notified.

AFTER SCHOOL POLICY

- Students may not wait in the building or outside past 3:45 p.m.
- Any student not picked up by 3:45 pm must remain in the main office and signed out by a parent or guardian.
- In the event of an emergency, the parent should contact the school office prior to dismissal to inform them of the circumstance.
- Repeated instances of late pick up will result in a meeting with the administration to resolve the issue.

WITHDRAWAL FROM SCHOOL

If it becomes necessary for a student to leave during the school year, all books and other school materials must be returned in good condition before records will be released to the new school.

EMERGENCY DRILLS

The school complies with all fire safety laws and will conduct fire drills in accordance with State Law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for the safe, prompt, and orderly evacuation of the campus.

Inclement Weather drills will be conducted during the school year, using the procedures provided by the State. The alarm system for inclement weather differs from the alarm system for fires and consists of an alert broadcast on the school's public announcement system.

Lockdown drills will be conducted during the school year, to practice securing the campus. The alarm system for a Lockdown drill differs from the alarm system for fires and tornadoes. A Lockdown alarm consists of a unique alert broadcast on the schools' public announcement system.

False representation of a fire or inclement weather emergency is a serious offense. Not only is this dangerous, but it is also costly to the Academy. Schools are billed for false alarms and must pay a fee. Any student who participates in this type of activity, encourages another person to cause a false alarm, or otherwise causes the staff and students of Michigan Collegiate to believe there is an emergency when there is not, will be suspended and possibly expelled from the school. Parents/guardians will also be responsible for any monetary fees incurred through false alarms.

EMERGENCY SCHOOL CLOSING

Should there be a reason to close the school the following procedures will be used:

1. The administration will contact the local TV/radio stations which will announce Michigan Collegiate's closure.
2. Staff and families will also be contacted by our automated announcement system: School Messenger.

CAMPUS FACILITIES

The neat appearance of the Michigan Collegiate campus is of great importance. Our goal is to have a campus that is clear of litter and vandalism, a campus that will demonstrate pride and respect for the facility.

Textbooks

Textbooks are provided for each student. It is the responsibility of the student to maintain his/her books in proper condition. At the end of the year, textbooks are to be turned in with only normal wear. Any excessive wear or damage to a book will result in financial obligation to the parent/guardian.

Chromebooks

Chromebooks are provided for each student. It is the responsibility of the student to maintain his/her Chromebook in proper condition and working order. Chromebooks will remain at school for daily use. Any excessive wear or damage to a chromebook will result in financial obligation to the parent/guardian. Chromebooks should be used for educational purposes only.

Lost and Found

All articles found on the school grounds should be turned in to the school office. These articles will be placed in the "Lost and Found" box located in the Transportation office across from the Main Office. Unclaimed articles will be discarded periodically.

HEALTH INFORMATION

Health Documents

Every student must submit a copy of an immunization record to the school office. Immunizations must be up-to-date. Students with medical or religious exemptions will be excluded from school in the event of an outbreak. Parents/guardians are asked to inform the school office of any medical condition or restriction that may impact your child(ren) while at school.

Enrolling *Kindergarten* students must submit a "Report of Health Examination for School Entry" dated within six months prior to entering Kindergarten.

Medication

Michigan Collegiate requires parents to make arrangements with the school office to administer **ALL** medications (including those sold over the counter such as children's aspirin or Tylenol) that are brought to the school. A parent must complete a **Medication Request** *before* the medicine can be administered. Medicine may be given by the secretaries or other designated personnel. Medications are **NOT** to be kept with the student (e.g., in the lunch box, backpacks, etc.).

Screening

Students may be screened for vision, and hearing needs. Results will be documented in the student's health file. Parents have the right to refuse any screening.

Physical Education

Students may be excused from participating in P.E. under the following conditions:

1. One day with a written note from his/her parents (must stay with class – excused from participation only).
2. The student must have a written physician's order if nonparticipation is requested for an extended period.

Recess

1. Recess for all students in grades K-5 is every day, weather permitting (20 degrees or warmer).
2. If your child is well enough to come to school they are required to go outside with their class, unless you have a written letter from your child's physician stating they cannot be outside during recess due to an illness.

TRANSPORTATION

Free Bus Transportation

Parents must complete a Bus Registration Form prior to their student being able to ride the bus. This form is available in the School Office. Students are expected to follow the school rules while on the bus and be respectful of all bus personnel. If students do not follow the correct bus procedures they will lose the privilege of bus transportation. Please refer to the Transportation handbook for further details.

Bus stops throughout the metro Detroit area. Contact the school office at (586) 779-8055 for locations.

Michigan Collegiate Elementary Parent Involvement Plan/Policy

Sec 1118 (b) *The MCE Parent Involvement Plan will be distributed in the Parent Handbook at the beginning of each year. The Parent Involvement Plan will also be reviewed and/or revised by the Family Focus Group each year.*

Relationship with Families

The home-school partnership will be cultivated throughout the year by continual communication, as well as family activities and events that will promote a positive sense of school community. Activities might include: Literacy Night, Math Night, Science Fair, Field Day, Music Concerts, Career Day, Fundraising, etc.

The school will facilitate a Family Focus Group, allowing for regular meetings where parents can voice their suggestions and decisions relating to the education of their children. MCE Administration and/or staff will respond to any suggestions in a timely manner. MCE will provide any reasonable support that is requested in regards to parent involvement activities.

Sec 1118 (c) (4) (C), Sec 1118 (e) (14)

A true partnership for learning will exist between the home and the school through a school compact signed by the teacher, student, and parent. The compact clearly defines the responsibilities of the teacher, student, and parent to ensure a successful learning experience for the child. The compact will be discussed annually at parent-teacher conferences and is jointly reviewed each year by staff & the parent focus group. **Sec 1118 (d) (1), Sec 1118 (d) (2) (A)**

MCE educates teachers and staff to value parent's contributions by sharing parent survey results, collaborating with the Family Focus group, and inviting parents to participate in Title I program evaluation meetings, Title I /SIP Annual Reviews, etc. Virtual options for attendance will be offered. **Sec 1118 (e) (3)**

Teachers and staff are trained to communicate with parents effectively during professional learning opportunities and are provided documentation with parent involvement strategies throughout the year. **Sec 1118 (e) (3)**

When necessary, MCE will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. **Sec 1118 (f)**

Effective Communication

Parents will be provided timely information about upcoming meetings and parental involvement opportunities. These flexible meetings will be offered at various times convenient to our families and will include virtual options. **Sec 1118 (c) (2), Sec 1118 (c) (4) (A)**

Classroom teachers will communicate with parents regarding upcoming educational events, academic and behavioral progress, class expectations, homework, and classroom activities through the following:

Newsletters
Email
Classroom Websites
Weekly Folders
Conferences/Meetings virtual and/or in person
Phone Calls
Progress Reports/Report Cards
Missing Assignment Report
PowerSchool Parent Portal

Sec 1118 (d) (2) (B), Sec 1118 (e) (1)

MCE parents will be aware of the Common Core Standards for each grade, state and local assessment for each grade, as well as MCE's expectations regarding their academic progress through the following:

At Open House, teachers will share/distribute information regarding the common core standards for their grade-level.
Curriculum will be posted on MCE website.
K-3 Parents will receive a reading level on report cards.
Teachers will share grade level expectations and aid parents in interpreting MStep results and other local assessment results (NWEA, DRA, Common Assessments, etc).
Parents will receive written communication (progress report or report card) regarding student progress approximately every 10 weeks.

Sec 1118 (e) (1), Sec 1118 (c) (4) (B)

All communication will be in a format and language, to the extent practicable, that is understandable to families.

Sec 1118 (e) (5)

Learning at Home

MCE teachers and administration will provide materials and training to help parents work with their children to improve their children's achievement through the following:

Parents will be given suggestions on how to aide in their child's learning progress during Family Literacy/Math Nights.
Teachers will give periodic suggestions/tips on how to help their child with specific academic or behavioral skills (Ex. Testing Tips).
Online programs (ex. RAZ Kids and other educational websites under student links) are available for students to access at home for extended learning time.

Sec 1118 (e) (2)

Volunteer Opportunities

Parents will have the opportunity to join the Family Focus group which meets regularly throughout the year to be kept up to date on school-wide policies and initiatives, as well as plan family events and school improvement activities.

Parents will have the opportunity to volunteer and participate in their child's class, and/or observe classroom activities. (upon completion of proper documentation) **Sec 1118 (d) (C)**

Parents have the opportunity to attend and/or volunteer at MCE family events/workshops throughout the year.

Involving Families In Decision Making and Advocacy

All parents will be invited and encouraged to attend a yearly meeting to inform them of the school's Title I Participation and to explain the requirements and the rights of the parents involved. Programs and services provided to students through Title funds will also be presented. This meeting will take place during the Back to School BBQ. Virtual options for attendance will be provided. **Sec 1118 (c) (1)**

Parents will be invited to an annual Title I Evaluation Meeting to determine if our programs are having a significant impact on attaining our school improvement goals and increasing student achievement. Virtual options for attendance will be provided. **Sec 1118 (c)(3)**

Parents will be invited to an annual Title I/SIP Review to evaluate our school-wide plan. Parent suggestions will be addressed when revising the school-wide plan for the following year. If parents find the plan unsatisfactory, MCE will submit those parent comments when the school makes the plan available. Virtual options for attendance will be provided. **Sec 1118 (c)(3) Sec 1118 (c) (5)**

All parents will be given a survey to evaluate MCE on academic progress, school climate, opportunities for parent involvement, Title I programs, etc. Feedback will be used to improve the school-wide program.

Collaborating with the Community

MCE will build constructive partnerships and connect families with community based programs and resources.

Program Coordination

MCE will coordinate and integrate parental involvement programs and activities through maintaining a relationship with Headstart and/or other local community organizations and providing a lending library for parents.

Sec 1118(e) (4)

