

OUR MISSION

Inspire

Students to become lifelong learners

Create

Responsible citizens

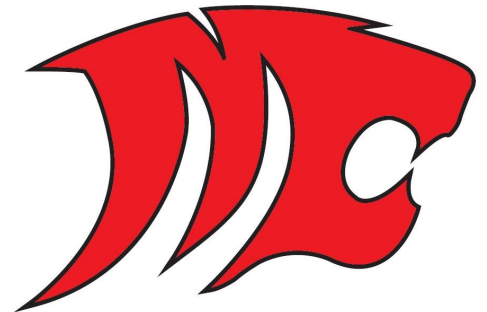
Empower

Students to develop to their potential

MICHIGAN COLLEGIATE

District Newsletter

FALL 2022



#Cougar Nation
~Russel Woodruff, Superintendent

*“Alone, we can do so little.
Together, we can do so much.”
—Helen Keller*



Katie Jeffrey, Elementary Principal

Happy 2021-2022 school year! We are off to a rigorous beginning. We are busy filling in the missing pieces by providing small group/individualized intervention for all students this year. We are so blessed to be able to have two MTSS Intervention teams, one for reading and one for math. These teams work diligently with each teacher to help students catch up and keep up with the demands in reading, writing and math. We are proud of our students' hard work and resilience as they jump back into a school-year here at MCE. We are conscious that the time away from school past few years has created some challenges for our students. The administration is working with students to provide extra social-emotional support and fulfill the needs of the whole-child as we transition back into a school routine. I am so grateful to have a staff that is so dedicated to the well-being of each student. Our teachers and staff put so much effort in the preparation of each day, creating connections and engaging lessons. Thank you for trusting us with your child(ren).



VISION STATEMENT

A COMMUNITY OF INDEPENDENT THINKERS WHO CONTRIBUTE POSITIVELY
TO SOCIETY AND LIVE WITH A SENSE OF PURPOSE.

1. Students learn best when they are actively engaged in the learning process and set learning goals.
2. All students in our school need to have an equal opportunity to learn through the incorporation of a variety of learning activities.
3. Teachers, administrators, parents, students, and the community share the responsibility for helping students learn and maintaining mutual respect.
4. Students learn best when our staff maintains high expectations for learning.
5. A successful student links new information with existing knowledge in a meaningful way.



MISSION STATEMENT

CONNER CREEK ACADEMY EAST/MICHIGAN COLLEGIATE

- **INSPIRES** STUDENTS TO BECOME LIFELONG LEARNERS IN A CARING, SUPPORTIVE, AND DIVERSE ENVIRONMENT.
- **CREATES** RESPONSIBLE CITIZENS
- **EMPOWERS** STUDENTS TO DEVELOP THEIR POTENTIAL



Student Privacy and Parental Access to Information



The Board of Directors respects the privacy rights of parents and their children. No student shall be required, as part of the school program or the School's curriculum, without prior written consent of the student, if an adult or an emancipated minor) or, if an un-emancipated minor, his/her parents, to submit or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or his/her parents'
- B. Mental or psychological problems of the student or his/her family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close, family relationships;
- F. Legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations or beliefs of the student or his/her parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

The School Leader is directed to provide notice directly to parents of students enrolled in the School of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the School Leader is directed to notify parents of students in the School, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. The administration of any survey by a third party that contains one or more of the items described in A through H above.

For the purpose of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).



VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

In order to promote student and staff safety, and deter unauthorized access and destructive acts (e.g., theft and vandalism), the Board of directors authorizes the use of video surveillance and electronic monitoring equipment on school property, and in school buildings and school buses. Information obtained through video surveillance/electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e. it may be used as evidence in disciplinary actions and criminal proceedings).



PESTICIDE PRIOR NOTIFICATION

As a part of CCAE pest management program, pesticides are occasionally applied. You have the right to be informed prior to any pesticide application made to the school grounds and buildings. In certain emergencies, pesticides may be applied without prior notice, but you will be provided notice following any such application. If you need prior notification, please complete the information below and submit it to:

Russel Woodruff,
Superintendent

16911 Eastland, Ro-
seville, MI 48066

PESTICIDE PRIOR NOTIFICATION Request-
Please return to school office:

Parent/Guardian Name

Student's (child's) Name

Street Address

City, State, Zip

Daytime Telephone Number

Evening Telephone Number

Please Check One:

____ I wish to be notified prior to a scheduled pesticide treatment inside of the building.

____ I wish to be notified prior to a scheduled pesticide treatment on the outside grounds of the school.

____ Both of the Above.

Signature

Please direct questions to Mr. Woodruff (586) 779-8055



RULES REGARDING SCHOOL VISITORS

1. All visitors must check in and sign in at the office and obtain a visitors' pass.
2. All visitors must wear a mask when entering the building.
3. Parents wishing to take students out early must sign them out in the office.
4. All visitors must sign out before leaving.
5. All buildings are ADA approved (handicapped accessible).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)



The Family Educational Rights and privacy Act (FERPA), a Federal law, requires that Conner Creek Academy East/Michigan Collegiate, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Conner Creek Academy East/Michigan Collegiate may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District Procedures. The primary purpose of directory information is to allow Conner Creek Academy East/Michigan Collegiate to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or published yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Conner Creek Academy East/Michigan Collegiate to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the end of the second week of the school year. Conner Creek Academy East/Michigan Collegiate has designated the following information as directory information.

- | | | |
|--|--|--|
| • Electronic mail address | • Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.) | Written complaints can be filed with Mr. Russel Woodruff, Superintendent Conner Creek Academy East 16911 Eastland Roseville, MI 48066 (586) 779-8055 |
| • Photograph | | |
| • Participation in officially recognized activities and sports | | |
| • Degrees, honors, and awards received | | |
| • Major field of study | | |
| • The most recent educational agency or | | |
| • Dates of Attendance institution attended | | |
| • Grade level | | |

SELECTIVE SERVICE NOTIFICATION



Annually the Board will notify male students age eighteen (18) or older that they are required to register for the selective service.





ATTENDANCE

- PUNCTUALITY AND CONSISTANT ATTENDANCE ARE SIGNIFICANT FACTORS IN ACADEMIC ACHIEVEMENT
- LEARNING GOES ON EVERY DAY
- THE HABIT OF BEING ON TIME IS FORMED EARLY, THE PATTERN WILL BE CARRIED THROUGHOUT THE YEARS TO COME

If your child is going to be absent, you must call the appropriate school office in the morning.

- ⇒ Elementary Attendance Kindergarten through 5th Grade (586) 779-8055
- ⇒ Middle School 6th Grade through 8th Grade (586) 777-3190
- ⇒ High School 9th Grade through 12th Grade (586) 777-5792

If your child is sick (vomiting, fever, coughing), **please keep them home**. It is very hard for children to concentrate on doing school work when they are not feeling well. If your child vomits or has a fever during school, their parent or guardian will be called and they **MUST** be picked up! This is to prevent other students and staff from being exposed to illness.



PARENT PORTAL

The Parent Portal is available at the Elementary, Middle, and High Schools. This allows you to keep up with your students attendance, grades, and assignments on the internet. If you are interested in going onto the Parent Portal contact the office and they will send home the information needed to access this information. <https://ps.cce.misd.net/public>



PARENT /STUDENT CONTACT INFORMATION

If you have changes in your telephone number or address, contact the office as soon as possible with the changes. It is imperative that the office have correct contact information in case of an **EMERGENCY!**



DRESS CODE

Make sure that your students are dressed in their school uniform every day. If your student shows up to school out of dress code, the office will contact you to bring up a uniform for them. Copies of the school dress code are in the Parent/Student Handbook or you may pick up a copy in the office.



CIVIL RIGHTS COMPLIANCE

"CONNER CREEK ACADEMY EAST DOES NOT DISCRIMINATE ON THE BASIS OF RELIGION, RACE, COLOR, NATIONAL ORIGIN, SEX, DISABILITY, AGE OR GENETIC INFORMATION IN ITS PROGRAMS, ACTIVITIES OR EMPLOYMENT".

IF YOU HAVE ANY QUESTIONS OR CONCERNS, YOU MAY CONTACT THE SCHOOL OFFICE AND SPEAK TO MR. WOODRUFF, THE SCHOOL'S CIVIL RIGHTS COMPLIANCE OFFICER AT (586) 779-8055.

MC ELEMENTARY DIRECTORY



| | |
|--|--|
| Mr. Woodruff, Superintendent | woodruffr@michcol.org |
| Mrs. Jeffrey Principal | jeffreyk@michcol.org |
| Mrs. Couwlier, Dean of Intervention | couwliers@michcol.org |
| Mrs. Warren, Dean of Culture | warren@michcol.org |
| Mrs. Bieniek Administrative Assistant | bienioks@michcol.org |
| Mrs. Wille, District Executive Secretary | willek@michcol.org |
| Mrs. Pam Bakeman and Mrs. Dawn Monczki, Food Service | bakemanp@michcol.org monczkid@michcol.org |
| Mrs. Bass, Director of Special Education | basss@michcol.org |
| Ms. Collins, School Social Worker | collinsa@michcol.org |
| Mr. Dzikowski, Speech Pathologist | dzikowskir@michcol.org |
| Mrs. Lindsay, Special Education | lindsayl@michcol.org |
| Mrs. Carrico, Special Education | carricoc@michcol.org |
| Mrs. Gilbreath, Kindergarten | gilbreathp@michcol.org |
| Mrs. Horen, Kindergarten | horenk@michcol.org |
| Mrs. Budzyn, first grade | budzync@michcol.org |
| Mrs. Funk, first grade | funkm@michcol.org |
| Ms. Clemons, first grade | clemonst@michcol.org |
| Ms. Kiser, second grade | kiserb@michcol.org |
| Mrs. Chambers, second grade | chambersje@michcol.org |
| Ms. Barbuto, third grade | barbutot@michcol.org |
| Mrs. Tomlinson, third grade | Tomlinsonc@michcol.org |
| Ms. Rinaldi, fourth grade | rinaldic@michcol.org |
| Mrs. Griffin, fourth grade | griffins@michcol.org |
| Mr. Peterson, fifth grade | petersonw@michcol.org |
| Mr. Thompson, fifth grade | thompsond@michcol.org |
| Mr. Summey, Health and Wellness | summeyd@michcol.org |
| Mrs. Ball, music | balld@michcol.org |
| Mrs. Dunham, art | dunhamc@michcol.org |
| Mrs. DiMaggio, Reading Specialist | dimaggiot@michcol.org |
| Mrs. King, Reading Specialist | kingc@michcol.org |
| Intervention: Mrs. Bingham, Mrs. Tata, Ms. Bowe, Mrs. Melrose, Ms. Tidwell | |



ELEMENTARY CURRICULUM: Trimester I

Below you will find the main concepts, topics, and units covered during trimester I for each grade level.

Kindergarten



- ♦ Math: Understand, count and write numbers 1-10, basic shapes
- ♦ ELA: Rhyming, letter names and sounds, read at DRA level A/1, write name and letters, do informative writing/drawing in journals
- ♦ Science: five senses, plants and animals
- ♦ Social Studies: Self worth, Kindness, Interpreting time

First Grade



- ♦ Math: numbers through ten, patterns with partners through ten, represent addition situations, solve addition equations, solve subtraction equations, equation exploration
- ♦ ELA: Through each story, the students will be expected to answer an essential question. The skill sets are Phonemic Awareness, Phonics, Vocabulary, sight words, and applying all of this in written work. Writing: Forming complete sentences and being able to effectively write a narrative story, focusing on sequence and conventions.
Science: Clouds and The changes to the Earth's surface
- ♦ Social Studies: My Family and Me, communities
- ♦ Character Education: We use books and discussions to build a community in the classroom. We focus on telling the truth, making good choices, and self-control

Second Grade



- ♦ Math: Represent, read, and write numbers to 200 using pictures, base ten numerals, number names, and expanded form Add two numbers with up to 2 digits, sums within 200
- ♦ ELA: Through each story the students will be expected to answering an essential question. The skill sets are: Phonemic Awareness, Phonics, Vocabulary, sight words and applying all of this in written work. Writing: Forming complete sentences and be able to effectively write a narrative story, focusing on sequence and conventions.
- ♦ Science: the changes to the Earth's surface.
- ♦ Social Studies: Different kinds of communities and the exploration of our own communities
- ♦ Character Education: We use books and discussion to build a community in the classroom. We focus on telling the truth, making good choices, and self control.



Third Grade



- ♦ Math: multiplication and division facts 1-10; represent both division and multiplication problems through arrays, equal group drawings, and repeated addition/subtraction; become fluent solving multiplication and division word problems by locating key words that help them to comprehend what skill and strategy to use; be able to write and solve their own division/multiplication word problems.
- ♦ ELA: retelling, target strategies such as summarizing, inferencing, and analyzing, Core phonics skills including short and long vowel patterns, making basic sentences and learning the different types of sentences. In writing, compose a personal narrative and practice the writing process steps of planning, drafting, editing/revising, and final draft.
- ♦ Science: classify what a living thing is and how living things interact with their environment, Balanced and Unbalanced Forces and Patterns of Motion,
- ♦ Social Studies: identify state symbols and Michigan landmarks such as upper and lower peninsula and the great lakes.

Fourth Grade



- ♦ Math: place value, adding/subtracting multi-digit numbers, and multiplication with whole numbers.
- ♦ ELA: reading concepts such as story structure, theme, cause & effect, and vocabulary, types of sentences and proper punctuation, and will write a fictional narrative and an explanatory essay.
- ♦ Science: plant and animal structures
- ♦ Social studies: US geography.

Fifth Grade



- ♦ Math: make & compare equivalent fractions, place value and decimals
- ♦ ELA: Point of view, story structure, conflict resolution, irony and textual evidence; writing narrative essays; and grammar such as nouns, verbs, direct & indirect objects, conjunctions, sentence structure and complex sentences.
- ♦ Science: Ecology and the Ecosystem.
- ♦ Social Studies: Students will be learning about the Native Americans and the New World (America).





Art



- ♦ Students will learn routines and procedures for the Art room, how to carefully use and store art supplies, and make class contracts.
- ♦ Students will learn about Line, Shape, and Space. With these art elements, they will create optical illusions, landscapes, and other creative designs using pattern, balance, and proportion..
- ♦ Students will mainly work with crayon, marker and paint in this trimester.

Music



- ♦ Students will learn/participate in various procedures involving the music room.
- ♦ Students will echo the drum patterns of the leader.
- ♦ Students will play a response to the leaders call. The response will be different than the call.
- ♦ Students will play an echo game and a call and response game using types of foods.
- ♦ All students will play to the leaders call on their drum.
- ♦ Some classes will learn a drum song, others will create their own class song.

Health and Wellness



- ♦ Students will learn the importance of maintain a positive atmosphere.
- ♦ Students will begin the year learning the importance of exercising and maintaining physical health.
- ♦ Students will focus on learning motor skills such as running, jumping, throwing, and intense workouts, as well as health related things such as mental wellness, yoga, nutrition.



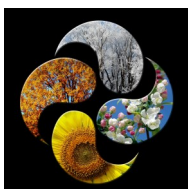


Title I Programs at CCAE Elementary

Michigan Collegiate Elementary strives to provide several programs and interventions to meet the needs of all our learners. Title I, 31A, and ESSER Funds are used to provide many intervention programs to assist students who are struggling to meet grade-level expectations. However, many programs also offer enrichment for students at or above grade level. Below is a brief description of the major programs we offer through our federal Title I funds.

- ♦ ELA MTSS: We have an ELA team led by our reading specialists that provides 40 minutes of intervention for each grade daily. Students are grouped by reading level and work on guided reading, phonemic awareness, phonics skills, and writing.
- ♦ Math MTSS: We also have a math team of interventionists/paraprofessionals that help provide 40 minutes of math intervention for each grade daily. Students are grouped by NWEA level and are working on various levels in a program called *Do the Math*.
- ♦ After School Tutoring: At-risk students receive supplemental instruction after school in reading and/or math.
- ♦ Summer School: At-risk students receive extra instruction in math, reading, and writing to meet the Common Core Standards.
- ♦ Parent Involvement: Title funds support our Family Focus Group, volunteer appreciation, and various family events throughout the year.





Michigan Collegiate December 2022 k-5 Lunch

| Monday | Tuesday | Wednesday | Thursday | Friday | ALTERNATE ENTREES |
|---|--|--|---|--|---|
| | | | 1 | 2 | |
| | | | Baked Macaroni and Cheese, Whole Wheat Roll, Corn Apple Milk | Pizza Romaine Lettuce Orange Milk | Mondays- Ham & Cheese Pasta Salad with Veggies |
| 5 | 6 | 7 | 8 | 9 | |
| All Beef Hot Dog on a Whole Wheat Bun Baked Beans Fruit Cup Milk | Walking Taco Carrots 100% Fruit Juice Milk | Pizza Romaine Lettuce Orange Milk | Baked Chicken Whole Wheat Roll Corn Apple Milk | Pizza Romaine Lettuce Orange Milk | Tuesdays- Ham & Cheese Sandwich with Lettuce and Tomato |
| 12 | 13 | 14 | 15 | 16 | |
| Chicken Patty on a Whole Wheat Bun Potato Wedges Fruit Cup Milk | Chicken and Cheese Taco Refried Beans 100% Fruit Juice Milk | Pizza Romaine Lettuce Orange Milk | Beef and Bean Chili Whole Wheat Crackers Carrots, Apple, Milk | Pizza Romaine Lettuce Orange Milk | Thursdays- Chef Salad with Whole Wheat Roll |

Michigan Collegiate December 2022 High School Lunch

| Monday | Tuesday | Wednesday | Thursday | Friday | ALTERNATE ENTREES |
|---|--|---|---|---|---|
| | | | 1 | 2 | |
| | | | Baked Macaroni and Cheese, Whole Wheat Roll, Corn Apple Milk | Pizza Romaine Lettuce Orange, 100% Fruit Juice, Milk Salad Bar | Mondays- Ham & Cheese Pasta Salad with Veggies |
| 5 | 6 | 7 | 8 | 9 | |
| All Beef Hot Dog on a Whole Wheat Bun Baked Beans 100% Fruit Juice, Fruit Cup, Milk, Coney Toppings Bar | Walking Taco Carrots 100% Fruit Juice, Applesauce Milk Toppings Bar | Pizza Romaine Lettuce Orange, 100% Fruit Juice, Milk Salad Bar | Baked Chicken Whole Wheat Roll Corn Apple Milk | Pizza Romaine Lettuce Orange, 100% Fruit Juice, Milk Salad Bar | Tuesdays- Ham & Cheese Sandwich with Lettuce and Tomato |
| 12 | 13 | 14 | 15 | 16 | |
| Chicken Patty on a Whole Wheat Bun Potato Wedges Fruit Cup, 100% Fruit Juice, Milk | Chicken and Cheese Taco Refried Beans 100% Fruit Juice, Applesauce, Milk, Toppings Bar | Pizza Romaine Lettuce Orange, 100% Fruit Juice, Milk Salad Bar | Beef and Bean Chili Whole Wheat Crackers, Carrots, Apple, Milk Toppings Bar | Pizza Romaine Lettuce Orange, 100% Fruit Juice, Milk Salad Bar | Thursdays- Chef Salad with Whole Wheat Roll |

TRANSPORTATION



*Morning busses will not arrive earlier then the designated time and will be departing promptly .

Parents arrive at least 5 min prior to scheduled

*Students may only take their assigned bus.

Contact Mrs. Timeka Hairston (hairstont@michcol.org) or Ms. India Wallace (wallacei@michcol.org)

@ 586-779-8055 ext. 225 (MCE)

@586-777-5792 ext 380 (MCHS)



MICHIGAN COLLEGIATE SCHOOL DISTRICT BUS STOPS

| Location: | Morning** | Afternoon** | Morning** | Afternoon** |
|---|------------|-------------|------------|-------------|
| | MS/HS | MS/HS | Elementary | Elementary |
| 1. Flanders/ Gratiot(Celluar Phone) | 6:30 | 3:30 | 8:00 | 4:25 |
| 2. Heilman Rec(Crusade) | 6:50-7:00 | 3:15 | 8:10- 8:20 | 4:15- 4:25 |
| 3. Gratiot/ 8mile (near Radio Shack) | 6:50-7:00 | 3:10 | 8:05- 8:15 | 4:10- 4:20 |
| 4. 6 Mile/Hoover: | 6:40- 6:50 | 3:25 | 8:00- 8:05 | 4:20-4:30 |
| 5. Van Dyke/Outer Drive (McDonalds): | 7:00- 7:10 | 3:10 | 8:15- 8:20 | 4:40- 4:45 |
| 6. Groesbeck/8 mile(Family Dollar) | 6:25- 6:35 | 3:20 | 8:30- 8:35 | 4:05- 4:10 |
| 7. 8 mile(lot next to Light Guard Armory): | 7:00- 7:10 | 3:05 | 8:15- 8:25 | 4:15- 4:20 |
| 8. Frazho/Gratiot(Uhaul lot/old kmart): | 6:30- 6:40 | 3:25 | 8:20- 8:30 | 4:00- 4:05 |
| 9. Greenfield(side of Kids Footlocker) | 6:35- 6:40 | 3:20 | 7:30-7:35 | 5:15 |
| 10. Rhode Island/Woodward(next to H.P old Library): | 6:25- 6:30 | 3:25 | 7:55 | 4:40 |
| 11. Woodward/8mile (Meijer Parking Lot): | 6:45 | 3:40 | 8:05 | 4:55 |
| 12. 9 mile/Hoover(Old Coney Island) | 7:00 | 3:00 | 7:50 | 4:25 |
| 13. 13 Mile/VanDyke (Lowe's Parking Lot) | 6:30 | 2:50 | N/A | N/A |
| 14. Cass/Groesbeck(Rite- Aide lot): | N/A | N/A | N/A | 4:35 |
| 15. Colonial(Family Dollar) | N/A | N/A | N/A | N/A |
| 16. Star Theater Parking Lot: | 6:35 | 3:15 | 8:15- 8:20 | 4:15 |
| 17. Macomb Mall Parking Lot: | 6:40- 6:45 | 3:20 | 8:25- 8:30 | 4:05 |
| 18. Shuttle(CCAE back lot): | 7:00- 7:10 | 3:10 | N/A | N/A |
| 19. Lasher/8 Mile | N/A | N/A | N/A | N/A |
| 20. Martin/ Groesbeck | N/A | N/A | N/A | N/A |
| 21. Groesbeck/ 13 Mile | 6:45 | 3:20 | 7:50 | 4:45 |
| 22. 10 mile/ Schroeder(Family Dollar) | 6:45 | 3:15 | 8:15 | 4:10 |
| 23. 15 mile/ Groesbeck(Old Kmart) | N/A | 3:30 | N/A | N/A |
| 24. 16 mile/ Groesbeck(Parkway) | N/A | 3:35 | N/A | N/A |



Shlanda Bass, Director Student Services

basss@michcol.org

Students with an Individualized Educational Plan (IEP): What are your choices?

High School Diploma

A general education diploma is given to students meeting all of the graduation requirements as defined by the Michigan Department of Education and Michigan Collegiate.

4 credits English

4 credits Math including Geometry and Algebra I and II. At least one math course must be taken during the senior year.

3 credits Social Studies

3 credits Science

1 credit Health and Physical Education

1 credit Visual, Performing, and Applied Arts

All students must participate in an online course or learning experience

2 credits foreign language (students may receive credit if they had a similar learning experience K-12.

Additional electives to reach credit requirements for graduation

Certificate of Achievement

Some students with an intellectual disability will require more support post high school. To ensure that these students are able to receive this support they will not take a diploma but a Certificate of Achievement. This will allow them to continue their services at a post secondary facility or program until the age of 26 in Michigan. These students will complete general education classes based on the student's current academic level and needs and will be connected with community agencies for post secondary support, as well as transition services. Students who complete Certificates of Achievement focus on life skills curriculum. The decision for a student to pursue a diploma, PC, or Certificate of Achievement is an important one and is made by the student, parent, and IEP team.

Personal Curriculum

The Michigan Merit Curriculum requirements allows a parent or legal guardian of a student or a student who has reached the age of majority at 18, to request certain modifications to the state high school graduation requirements under limited conditions. To ensure that all students are effectively and consistently engaged in school regardless of their disability, the use of a Personal Curriculum (PC) modification is allowed by state statute for only 4 reasons:

1. A student wishes to modify the math requirements

2. A student wishes to go beyond the academic credit requirements by adding more math, science, English Language Arts, or languages other than English.

3. A student with a disability needs to modify the credit requirements based on his/her disability.

If the student has transferred from out of state or non public school with two years of high school credit.

Students who are not pursuing a diploma or students who are unable to meet the MMC requirements do not need a personal curriculum.

A parent, legal guardian, or a student who has adult status may submit a PC request in writing to the high school counselor. The PC team comprised of a parent, student, guidance counselor, school psychologist, or other appropriate staff members will meet and review the existing performance records, the Educational Development Plan (EDP) and the Individual Education Plan (IEP) if applicable. If approved, the team will create a PC which includes measurable goals that align with the student's IEP and EDP and methods to evaluate those goals.

Potential Adverse Affects of using a Personal Curriculum

A Personal Curriculum which allows for modifications for students with disabilities reduces the number of content expectations mastered by the student and may affect the student's readiness to pass the SAT/MME with an acceptable score for college entrance, be admitted to college, be eligible for financial aid, enter a trade school, secure a job in the career of their choice, or be eligible for NCAA athletic programs





Welcome back to another school year at Michigan Collegiate MS/HS! It is a pleasure having the students back in our building and walking through the hallways, and school is running on full throttle. After the years of remote/virtual learning, it has been a major transition to get used to face-to-face learning again, but we are overcoming the hurdles every day! Please reinforce at home the importance of behavior and effort in the classroom.

At this time, virtual students grades 9-12 are working completely on Edgenuity, with an attendance check-in daily with Mrs. Difatta. **Please continue to support us by having your child log in to this check-in daily.** Virtual students are also invited to attend tutoring for the teacher/subject of their choice if they need additional support. Virtual grades will be figured as 40% final exam, 20% attendance and 40% coursework.

All in-person high school Edgenuity course grades will be figured with 40% based on the final exam (to be taken by all students in the building during finals week) and 60% coursework. Remind your students that paying attention to online lessons and taking good notes go a long way!

This year at MC, our focus has been on PRIDE– this influences both our positive behavior rewards (Cougar Credits) and how our teachers regulate their classrooms. Pride in our school + Pride in ourselves= successful students and a successful school! #WeAreMC

As always, I am here if you need me.

Email me at knightp@michcol.org

COUGAR PRIDE IN OUR CLASSROOM

| | |
|-----------------------------|--|
| <u>P</u>atience | Do NOT interrupt! Let your teacher finish with instructions before you ask a question. |
| <u>R</u>espect | It's EASY! Remember, treat everyone the way you would like to be treated and always ask permission. |
| <u>I</u>ntegrity | HONESTY is the best policy. Take responsibility for your own work and keep the learning environment clean. |
| <u>D</u>etermination | Continue to pay close attention. Be ORGANIZED and come PREPARED every day. |
| <u>E</u>mpathy | Don't be a distraction in the learning community. Be helpful and respect others' similarities and differences. |



MC MIDDLE SCHOOL STAFF DIRECTORY

Mr. P. Knight, Principal knightp@michcol.org

Mr. C. Knight , instructional coach knightc@michcol.org

Mr. Valentine, instructional coach Valentineb@michcol.org

Mr. Hayes, Dean of College and Career Readiness hayesd@michcol.org

Mr. Houge, Behavioral Interventionist housed@michcol.org

Mrs. Fockler-LaBute, Counselor focklerh@michcol.org

Ms. Oliver, Counselor walterm@michcol.org

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Ms. Dryer, MS special education dryers@michcol.org

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Ms. McCoy-Collins, MS English collinsmccoyn@michcol.org

Ms. Norman , MS social studies normang@michcol.org

FIND US ON THE WEB!



<http://www.michcol.org>



@CCAEast

@mcisfamily



CCA East



@mc_athletics_



@MCisFamily



Sixth Grade

- ♦ Math: evaluating algebraic expressions, finding area of squares, triangles, trapezoids and kites.
- ♦ ELA: types of sentences, subjects and predicates, verbs and nouns; questioning, inferring, predicting, analyzing, clarifying, and summarizing; and narrative and argumentative writing.
- ♦ Science: space, celestial objects, moon phases, gravitational forces, the solar system.
- ♦ Social Studies: the five themes of Geography and the arrangement and interaction of people and places over Earth's space.

Seventh Grade

- ♦ Math: Developing an understanding of proportional relationships and ratios, operations with rational numbers, expressions, and linear equations.
- ♦ ELA: Review of grammar, the types of writing (descriptive, personal narrative, etc), parts of a story (character, point of view, conflict, theme).
- ♦ Science: All MS science classes are investigating space this fall. We started the year with Engineering practices. Students worked in teams to design, create and test a spacecraft that could safely take a human to Mars. Next we studied the Earth-Sun-Moon systems by turning our classroom into a planetarium and modeling the motions of celestial objects. Then we modeled and observed the moon phases. Currently, we are exploring gravitational forces and the solar system. Later we walk the solar system that will be to scale in our hallway. Throughout all lessons, students are improving their ability to interpret and create graphs to communicate scientific information.
- ♦ Social Studies: the earliest humans and explore early migration and settlement patterns, and how the emergence of pastoral and agrarian societies set the stage for the development of powerful empires, trade networks, and the diffusion of skills and ideas.
- ♦ Physical Education: Flag football, capture the flag, team building activities, muscular system
- ♦ Academic Intervention:
 - ♦ Typing Club michigan-collegiate.typingclub.com
 - ♦ CNN 10
 - ♦ www.mangahigh.com/en.us/

Eighth Grade

- ♦ Math: Real Numbers, Radicals and Integer exponents, Scientific Notation, Statistics, Pythagorean Theorem.
- ♦ ELA: Reading The Outsiders, parts of speech, context clues
- ♦ Science: All MS science classes are investigating space this fall. We started the year with Engineering practices. Students worked in teams to design, create and test a spacecraft that could safely take a human to Mars. Next we studied the Earth-Sun-Moon systems by turning our classroom into a planetarium and modeling the motions of celestial objects. Then we modeled and observed the moon phases. Currently, we are exploring gravitational forces and the solar system. Later we walk the solar system that will be to scale in our hallway. Throughout all lessons, students are improving their ability to interpret and create graphs to communicate scientific information.
- ♦ Social Studies: examine wars in early American History (such as the French and Indian War and the Revolutionary War. The building of our new nation will take center stage and focus will be paid attention to primary sources and key documents in early American History such as the Declaration of Independence, Articles of Confederation, and the U.S. Constitution.
- ♦ Physical Education: Flag football, capture the flag, team building activities, muscular system
- ♦ Academic Intervention:
 - ♦ Typing Club michigan-collegiate.typingclub.com
 - ♦ CNN 10
 - ♦ www.mangahigh.com/en.us/



MC HIGH SCHOOL STAFF DIRECTORY

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Ms. Cito, HS Science

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Ms. Roemer, HS special education

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Ms. Welling, HS social studies

wellingj@michcol.org



Electives in grades 9-12

9th Grade (one semester)

Strategies for Academic Success
Physical Education (two semesters)

12th grade (one semester)

Teacher Cadet

10th Grade (1st hour, by quarter)

Personal Finance (Vaught)
Leadership (Welling)
Poetry (Kinchloe)
_____ (Welborn)

11th Grade (1st hour, by quarter)

Forensic Science (Cito)
American History through Film
(Fuller)
Physics (Cosnowski)
Creative Writing (Bonnici)

Grade 11-12 Ferris State Dual Enrollment Courses

11th Grade (1st hour, 3rd quarter)

ENGL 150: Basic Collegiate Writing:
An introduction to college writing strategies and skills through guided practice and instruction in pre-writing through revision stages in composition. How to use writing-support systems, establish a writing portfolio, and develop analytic skills. (King)

12th grade (one semester)

ENGL 250: Organize and develop papers for diverse audiences and purposes; including how to discover and focus on a topic, develop ideas, gather support, and draft and revise papers effectively as well as respond to reading in writing.
Prerequisite: ENGL 074 (King)

11th Grade (1st hour, 4th quarter)

Math 110 Fundamentals of Algebra:
An introductory course in algebra covering linear equations, exponents, polynomials, factoring, solving quadratic equations by factoring, rational expressions, solving linear systems of equations, and applications. Integrated into the course at appropriate points are the following topics of arithmetic: prime factoring, GCF, LCD, numerical fractions, and signed number. (Oppat)

12th grade (one semester)

MTH 115: A study of complex fractions, first and second degree equations and inequalities, exponents, radicals, and introduction to complex numbers, logarithms, and systems of equations. Meets General Education requirements for Quantitative Literacy.
Prerequisite: MTH 110 (Oppat)

11th Grade (1st hour, 2nd quarter)

Read 175: This course will provide students with the opportunity to become critical readers by increasing vocabulary, enhancing reading comprehension and recall, and improving reading skills to better prepare for personal and college-level reading. Students will learn active reading strategies to become a more effective reader, which can lead to improved college success. (Difatta)

12th grade (one semester)

READ 176: Improve students' analytical reading ability and reading efficiency as needed for advanced college-level material; Critical comprehension skills, such as making inferences, distinguishing between facts and opinions, recognizing biases, making critical judgments, understanding cultural differences, relating social systems and theories, and making critical judgments, are emphasized. These skills are designed to be applicable to texts in other college courses.
Prerequisite: READ 175
(Difatta)

11th Grade (1st hour, 1st quarter)

College Study Methods: This college methods course will assist students in the development and use of effective and efficient study strategies that can be utilized in college courses. Students will learn about goal-setting and self-monitoring, learning styles, test preparation and test-taking, lecture and textbook note taking, time management and concentration, and general strategies for more efficient learning.
(Cito)

12th grade (one semester)

CARE 102: This course will provide students with the opportunity to explore college programs, career options and employment viability. Students will discover how educational planning can help them with their lifelong career decision making process. Students will develop personal educational and career plans based on interests and skills using strength-based assessment. (Matti, Oliver)

12th grade (one semester)

CARE 250: To prepare students to become career ready by developing successful skills and strategies focused on writing resumes and cover letters. In addition, students will be connected with career resources on campus and around the community. (Cosnowski, Matti)



HIGH SCHOOL CURRICULUM

On these pages you will find the main concepts, topics, and units covered during semester I for each course offered at the high school level.

Math

- ♦ Algebra IA: Students will learn about Solving Equations and Inequalities, Linear Equations, Linear Functions, Systems of Linear Equations and Inequalities and Piecewise Functions.
- ♦ Geometry A is designed to familiarize students with the foundations of Geometric thinking (chapter 1) and an introduction to relationships with parallel lines, the foundation of many geometric proofs and theorems (chapter 3). It also introduces the students to logical thinking by exploring geometric proofs (chapters 3 and 4)
- ♦ Algebra 2A: Students will learn about relationships between quantities, quadratics and complex numbers, and polynomials.
- ♦ College Algebra A: Equations, Linear Functions, Quadratic Functions

Science

- ♦ Biology A: Biology A introduces students to the biological science and covers the characteristics and elements of life, life substances or macromolecules, the history of the cell and cell theory, Eukaryotic & Prokaryotic cells, cell structure and function, the cell membrane, photosynthesis and cellular respiration, mitosis, meiosis, DNA and Protein Synthesis and hopefully Genetics and Heredity.
- ♦ Chemistry A: Introduction to Science, Properties Matter, The Atomic Theory, The Periodic Table, Balance Equations, Electron Configurations

Social Studies

- ♦ World History A: Main goals are to prepare students for the ACT/SAT Standardized tests, and to foster an interest in World History. A part of each student's grade is our daily bell work assignments. The bell work includes reading a social studies passage and answering ten questions pertaining to the selection. Five questions are standard recall of information and five questions focus on ideas and concepts. Reading passages such as these and answering questions are a major part of the standardized tests required for college entry. The focus of learning begins with the origins of mankind, and continues through classic subjects such as Ancient Greece, Rome, and African Empires.
- ♦ African-American History: This is a year-long class that will include the history of African-Americans from the greatness of ancient African kingdoms, the arrival of Africans in America, the 13th, 14th and 15th amendments to the U.S. Constitution, Jim Crow laws, the Civil Rights movement of the 1960s and the current issues facing the black community in the U.S. today
- ♦ US History A: Second Industrial Revolution, Immigration, Urbanization, American Expansion & Growth of American Imperialism, Women's Rights, Early Civil Rights Movement
- ♦ Economics: includes topics such as scarcity, supply, demand, markets, production, revenue, costs, and personal finance.

English

- ♦ English IA: grammar, writing, reading fiction and nonfiction, critical thinking, and analysis skills taught through units with an overarching theme.
- ♦ English Composition: this course focuses on building writing and vocabulary skills in ninth grade to be used throughout high school and beyond.
- ♦ English 2A: Students complete Daily Oral Language practice which focuses on editing the grammar and punctuation in sentences. They have weekly SAT lessons to help prepare for the test in 11th grade. The novel unit includes *The Pearl* by John Steinbeck. Each student will learn the MLA format for research papers and the proper ways to cite sources in their work. The final part of the semester the students will be doing a research project on a given subject and apply all the tools they have learned throughout the semester
- ♦ English 3A: daily grammar practice, weekly lessons to prepare for SAT (grammar, writing skills, rhetorical analysis essay), and vocabulary building. Reading units include *The Crucible* and *A Child Called It*.
- ♦ ELA Skills & Strategies (11th grade): this course is designed to prepare students for the SAT and future academic courses. Focus is on building reading skills including close reading, reading for information, analyzing an author's argument, claims and evidence, main idea and details, and critical thinking and reasoning. We will build vocabulary with weekly vocab words, explore important grammar topics, and prepare for the SAT essay. Course includes nonfiction and fiction including Gothic short stories and *Long Way Down*.
- ♦ English 4A: daily grammar practice, college level writing skills, reading units include *Frankenstein*, and *Hamlet*.

NEW THIS YEAR: Many courses are utilizing the IXL program!



Senior Reference Guide

Stay Informed!

Most of our communication will be done via email and remind. We will send out many updates, reminders, and digital voting throughout the year.

Check your email weekly and text @mcsenior23 to 81010.

\$\$\$ Payments \$\$\$

Senior purchases (dues, prom tickets, senior swag, etc) can be made in person with cash. To pay with a credit card, go to <https://www.payschoolsevents.com/events/details/20835>



your PHOTOS your YEARBOOK

1. Download the app
2. Search for Michigan Collegiate High School
3. Enter the code "cougars"
4. upload photos

IT'S A SNAP!



Senior Website: bit.ly/MCHSSeniors



**COMMUNITY
SERVICE IS
REQUIRED!**

← **SCAN HERE
TO SIGN UP**

Important Dates

- Mock Awards - December 2022
- Honors Night - May 17, 2023
- Senior last day - May 31, 2023
- Prom - June 1, 2023
- Senior Breakfast- June 5, 2023
- Graduation Rehearsal - June 5, 2023
- Graduation - June 6, 2023

Deadlines

- Senior Dues payment #1: November 11
(late payment will not receive a senior sweatshirt)
- Senior swag purchases: November 23
- Headshots- January 11
- Senior Dues payment #2: February 17
(late payment will be charged a \$20 late fee.)
- Prom ticket sales: April 1-21
(you may not purchase a ticket if you still owe dues)

Questions?

Mrs. King: kingl@michcol.org (or text 586.804.7676)

Mrs. Matti: mattik@michcol.org

Mrs. Fockler: focklerh@michcol.org (for credits/transcripts/community service questions)



Title I Programs at Michigan Collegiate

MC strives to provide several programs and interventions to meet the needs of all our learners. Title I Funds are used to provide many intervention programs to assist students who are struggling to meet grade-level expectations. However, many programs also offer enrichment for students at or above grade-level. Below is a brief description of the major programs we offer through our federal Title I funds.

- ♦ Reading & Math Intervention: At-risk students receive supplemental reading and/or math support through our
 - At-risk students receive supplemental reading and/or math support through our Multi-Tiered System of Supports which includes:
 - Academic Intervention: Students receive small group pull outs with our Math and ELA Interventionists.
 - After School Tutoring: Students receive supplemental instruction after school in reading, math, science, and social studies.
 - Summer School: Students receive extra instruction in math, reading, and writing to meet the Common Core Standards. "
 - New curriculum: MangaHigh and IXL help students have individualized leveled instruction in core, learning support, and intervention classes.
- ♦ Parent Involvement: Title funds support our Parent Focus Group and various family events throughout the year.
- ♦ New Equipment: Our classroom computers, chrome-books, scientific calculators, and computer labs are updated regularly through Title I funds.





Drug-Free Schools and Communities Act of 1996 (amends Michigan Public Health Code? Public 174 1994)

The “drug-free zone” surrounding school property is 1,000 feet. Any individual who delivers cocaine, narcotics, or certain other illicit substances to a minor student within the 1,000 foot drug-free zone around the school property shall be punished by at least two years in prison and up to three times the term of imprisonment and fine – or both – that would otherwise apply. “School Property” is defined as a “building, playing field, or property used for school purposes to impart instruction to children in grade kindergarten through 12, when provided by a public, private, denominational, or parochial school, except those buildings used primarily for adult education or college extension courses.”

REPRODUCTIVE HEALTH AND FAMILY PLANNING



BOARD OF DIRECTORS CONNER CREEK ACADEMY EAST

Reference: MCL 380.1169
AC Rule 388.373 et seq.

The Board of Directors directs that students shall be instructed in the recognition, prevention, and treatment of non-casual, contact-communicable diseases such as venereal diseases, HBV, and HIV. Instruction shall also be given in the use of abstinence from sex as a responsible method for restriction and prevention of non-casual, contact-communicable disease and as a positive lifestyle for unmarried young people.

Each person who teaches K to 12 students about human immunodeficiency virus infection and acquired immunodeficiency syndrome shall have training in human immunodeficiency virus infection and acquired immunodeficiency syndrome education for young people. Licensed health care professionals who have received training on human immunodeficiency virus infection and acquired immunodeficiency syndrome are exempt from this requirement.

The Academy shall notify parents, in advance of the instruction, about the content of the instruction, give the parents an opportunity, prior to instruction, to review the materials to be used (other than tests), and observe the instruction. The Academy shall further advise the parents of their right to have their child excused from the instruction.

Adopted 1/23/2013 @ National Charter Schools Institute





CONTROL OF BLOOD-BORNE PATHOGENS

The Board of Directors seeks to protect those staff members who may be exposed to blood pathogens and other potentially infectious materials in their performance of assigned duties.

All staff are trained annually on how to deal with exposure.



STUDENT ACCIDENT INSURANCE

The Board of Directors recognizes the need for insurance coverage for injuries to students caused by accidents occurring in the course of attendance at school and participation in the athletic and co-curricular programs of the Schools. Therefore, at the beginning of each school year, the Board shall offer parents the opportunity to participate in group accident insurance at the expense of the parents.

A signed statement of insurance coverage on the part of the Student's parent or guardian shall be a prerequisite for student registration in any school activity having a potential for personal injury.



NONEMERGENCY INVASIVE PHYSICAL EXAMINATION NOTICE

The Board shall directly notify the parents of students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening is scheduled or expected to be scheduled for students if the examination or screening is: (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of a specific student, or other students. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

For Families of Students with Disabilities

The Parent Advisory Committee (PAC) is an organization that is a part of the Macomb Intermediate School District. Their mission is to "continually seek knowledge of special education issues so that we can educate, empower and assist families to improve program and services for students with disabilities". PAC consists of parents of students with special education needs, volunteers who give time for the enrichment of all students and representatives of families who have a student with disabilities. Meetings are held monthly at the MISD and parents and other visitors are welcome. If you have questions concerning this organization or you would like more information, go to www.MISD.net/SEParents or call the PAC hotline (586) 226-4587. PAC brochures are also available outside of the special services office in the elementary building and in the school office at Michigan Collegiate.

Families of students with disabilities may access the Procedural Safeguards which describes protections under the Individuals with Disabilities Act (IDEA) MICHIGAN DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES, PO Box 30008, Lansing, MI 48909; 1-517-373-0923

STUDENT RECORDS



In order to provide appropriate educational services and programming, the board of Directors must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard student's privacy and restrict access to student's personally identifiable information.

Student records shall be available only to students and their parents, eligible students, and designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

TITLE I- PARENTS' RIGHT TO KNOW



In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I Funds, the School Leader shall make sure that all parents of students in that school are notified that they may request, and the SCHOOL will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State of qualification and licensing criteria for the grade level and subject areas they are teacher;
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived;
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned;
- D. The qualifications of any paraprofessionals providing services to their child(ren);

In addition, the parents shall be provided:

- E. Information on the level of achievement of their child(ren) on the required State academic assessments;
- F. Timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.



CONNER CREEK ACADEMY EAST BOARD OF DIRECTORS



MISSION:

To provide students at CCAE & Michigan Collegiate Schools with the best possible education while promoting fiscal responsibility to the administration, the staff, & the students.

VISION:

CCAE will be recognized as an exemplary public school academy. This will be evidenced by the performance of our elementary, middle, & high schools as follows:

CCAE Board of Directors will be the standard by which other charter school boards are measured.

CCAE Board of Directors will foster strong community partnerships.

CCAE will meet or exceed state regulations including AYP.

CCAE 11th graders will achieve an average ACT score of 19.

CCAE will obtain 99% graduation rate from HS.

CCAE will provide hardware and software that is not older than 5 years old.

CCAE scores will be greater or equal to the state and/or residing school district for all schools.

CONNER CREEK ACADEMY EAST

16911 EASTLAND

ROSEVILLE, MI 48066

BOARD OF DIRECTORS REGULAR MEETING SCHEDULE 2022-2023

November 9

January 25

February 21

June 21 (Budget and Re-Organization Meeting)

March 22

April 26

May 24

The principal office for the Board of Directors of Conner Creek Academy East is located at 16911 Eastland, Roseville, Michigan. Office hours are 8:00 a.m. through 3:30 p.m. Monday through Friday. The phone number for the principal office of the Board of Directors is (586) 779-8055.

All meetings of the Board of Directors are held in the school building of Michigan Collegiate, located at 31300 Ryan Rd, Warren, MI 48092, beginning at 7:00 p.m. unless noted otherwise above, or as posted on the front entrance door on the day of the scheduled meeting.

Minutes for all meetings of the Board are available for public review at the office of the Board no more than five business days following the meeting at which the minutes were approved. Notice of any special meeting of the Board is posted in accordance with Michigan Open Meetings Act at the principal office of the Board no less than eighteen hours prior to the special meeting.

Persons needing special assistance to attend a meeting of the Board are asked to contact the Board office at (586) 779-8055 no later than 3:30 p.m. three business days prior to the meeting that person wishes to attend. Conner Creek Academy East is an equal opportunity employer and does not discriminate in any of its programs or employment practices on the basis of religion, sex, race, creed, culture or ethnicity.