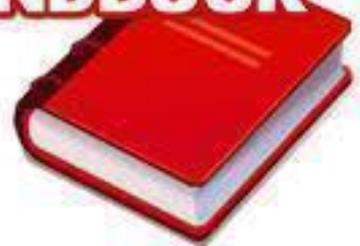


**MICHIGAN  
COLLEGIATE**

INSPIRE + CREATE + EMPOWER

## **PARENT/STUDENT HANDBOOK**



31300 Ryan Rd.  
Warren, MI 48092  
Middle School 586-777-3190  
High School 586-777-5792  
[www.michcol.org](http://www.michcol.org)

This handbook contains Michigan Collegiate School rules and regulations. Each parent and student is responsible for its entire contents. Failure to read this booklet is an unacceptable reason for not following the rules. If you have any questions, please discuss it with an administrator.

# TABLE OF CONTENTS

## I. GENERAL INFORMATION

Nondiscriminatory Policy .....	4
Mission Statement .....	4
Philosophy, Objectives, Goals .....	5
Multi Tier System of Supports .....	6
Parent Involvement Plan .....	6

## II. ACADEMICS

Homework .....	10
Grades / G.P.A .....	10
Graduation Requirements .....	12
Online Learning .....	12
Dual Enrollment .....	13
Graduation Activities .....	13
Transcripts .....	13
Schedule Changes .....	14
College Plans .....	14
College Testing Recommendations .....	15
11th Grade testing .....	15
Scholarship Information .....	15
Credit Recovery .....	15
Promotion/Retention .....	16

## III. STUDENT CONDUCT

Standards of Conduct .....	17
Discipline Board .....	20
Snap Suspension .....	20
Disciplinary Actions .....	21
Electronic Devices .....	22
Academic Integrity .....	22
Dress Code .....	22

## IV. TITLE IX and SEXUAL HARASSMENT

Verbal .....	25
Physical .....	25
Visual .....	26

## V. BULLYING

Definition .....	27
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Reporting and Investing .....	28
Confidentiality .....	29
<b>VI. SPECIAL EDUCATION</b>	
Criteria for determining .....	32
Special Education Discipline .....	33
<b>VII. ATTENDANCE</b>	
Tardy Policy .....	37
Truancy .....	37
Withdrawals .....	38
<b>VIII. BUILDING PROCEDURES</b>	
Emergency Closures .....	39
Evolv Security System .....	39
Visitors .....	39
Lockers .....	39
Book/Chromebook Returns .....	40
School Dances .....	40
<b>IX. ATHLETICS</b>	

## GENERAL INFORMATION

Michigan Collegiate opened its doors in 2008. The “new” facility remains a part of the Conner Creek Academy East school district. CCAE was established in 1999 as a Public School Academy chartered by Ferris State University. Our goal is to provide a quality education to students as well as instruction in character development. As a public school academy, we accept children from throughout the geographic region.

### **NONDISCRIMINATORY POLICY**

Michigan Collegiate admits students of any race, color, homeless status and national ethnic origin 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, homeless status, national and ethnic origin 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.

### **MISSION STATEMENT**

Michigan Collegiate

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

### **VISION STATEMENT AND CORE BELIEFS**

Michigan Collegiate is 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 the 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 maintain 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 meaningful ways.

## **PHILOSOPHY**

Michigan Collegiate is dedicated to the education of students. 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.

## **GOALS**

### **INTELLECTUAL**

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

### **SOCIAL**

Offer 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**

Encourage 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

Nurture 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

- Nurturing an appreciation and providing opportunities for experiencing a variety of literary types: i.e., poetry, plays, novels, and essays.

## **MULTI TIER SYSTEM OF SUPPORT**

Michigan Collegiate offers multiple forms of support for students, which include a school counselor, social worker, behavior team, and Judson center. The support staff have unique knowledge and skills to help students. Students are encouraged to utilize this support system to help with behavioral concerns, mental health, classroom support, social concerns, and academics. This staff helps with crisis intervention, conflict resolution, positive behavior strategies, anger management, etc.

## **PARENT INVOLVEMENT PLAN**

### Relationship with Families

- The home to 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: Parent Focus Meetings, athletic events, open houses, honors night, graduation, National Honor Society ceremonies, 8th grade promotion, etc.
- The school will facilitate a Parent Focus Group, allowing for regular meetings where parents can voice their suggestions and decisions relating to the education of their children. MC Administration and/or staff will respond to any suggestions in a timely manner. MC 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)

- MC educates teachers and staff to value parent's contributions by sharing parent survey results, collaborating with the Parent Focus group, and inviting parents to participate in Title I program evaluation meetings, Title I/SIP Annual Reviews, etc. Sec 1118 (e) (3)
- Teachers and staff are trained during professional learning opportunities and are provided documentation with parent involvement strategies throughout the year to communicate with parents effectively. Sec 1118 (e) (3)
- When necessary, MC 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. 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/School Website
  - Conferences
  - Progress Reports/Report Cards
  - Missing Assignment Report
  - PowerSchool Parent Portal

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

- MC parents will be aware of the Common Core Standards for each grade, state and local assessment for each grade, as well as MC's expectations regarding their academic progress through the following:
  - Curriculum will be posted on MC website.
  - Parents will receive reading level information
  - Teachers will aid parents in interpreting assessment results during parent-teacher conferences.

- Parents will receive written communication (progress report or report card) regarding student progress every 7 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

- MC 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 parent teacher conferences, in newsletters, letters and on the phone.
  - Teachers will give periodic suggestions/tips on how to help their child with specific academic or behavioral skills (Ex. SAT, MSTEP Tips).
  - Online programs (ex. SuccessMaker, MATHia, Waterford, Study Island) are available for students to access at home for extended learning time.

### 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. 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. 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, MC will submit those parent comments when the school makes the plan available.  
Sec 1118 (c)(3) Sec 1118 (c) (5)
- All parents will be given a survey to evaluate MC 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

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

### Program Coordination

- MC will coordinate and integrate parental involvement programs and activities through maintaining a relationship with local community organizations and providing a lending library for parents. Sec 1118(e) (4)

## ACADEMICS

### **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. A majority of missed work can be found in Google Classroom. Whenever a lengthy period of absences is planned, all work to 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.
8. Check student attendance and academic progress and standing weekly via Powerschool

### **GRADES**

Powerschool

All students and parents should have access to Powerschool so that grades can be checked regularly. If you need help gaining access to Powerschool, contact the main office.

### Parent-Teacher Conferences

There are two Parent-Teacher conferences during the school year which are listed on the calendar. It is important for parents to attend these conferences.

### Report Cards

Report cards are mailed out during the school year at the end of the first semester. If you do not receive the report card, please contact the school office to access it online or make arrangements to receive it. Final report cards will be mailed home in June.

The following is the grading system used on most class work and report cards:

Grade	Grade %	Grade Points
A	94-100	4.00
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
E	0-59	0.00

Math Department: Grading Policy will include 40% (comprising four 10% tests) of exams and 60% of class work.

All other subject areas will be 80% class work, and one 20% cumulative final exam.

Students will have the option to opt out of the final exam if they have 3 or less absences (unexcused or excused), and a B- or better in their current class.

## **GRADUATION REQUIREMENTS**

If a student is behind on credit, he or she should see their counselor in an adequate amount of time to develop a plan for attaining the correct number of credits toward graduation.

Students are required to successfully pass the following for graduation from MC High School:

On-line Experience	within another course
English	4.0 credits
Fine and Applied Arts	1.0 credit
Foreign Language	2.0 credits
Government	0.5 credit
Mathematics	4.0 credits
Physical Education	0.5 credit
Health	0.5 credit
Science	3.0 credits
Social Studies	2.0 credits
Economics	0.5 credit

\*\*\*To participate in the graduation ceremony, senior students must complete their required classes and credits by the senior's last day of school. There are no exceptions to this.

## **ONLINE LEARNING**

- Students are required to take extensive notes for all online classes. Students may not take their final exam until all required notes are completed (20 pages). Students may use their notes on all quizzes/tests/final exams. Notes must be full pages and handwritten (front/back constitutes 2 pages). Students may NOT print out any notes/vocab or use MS Word/Google Docs/Email for notes. Final determination of 20 pages is at the discretion of the teacher.
- Any pages of notes beyond the required 20 may earn a student extra credit up to 5% on top of their semester grade.
- Anything used and/or in front of the student during an exam must be turned in immediately upon finishing the exam. If a student does not comply, the final exam will be given a zero.

### Semester Grade Breakdown

Edgenuity Coursework: 35%

Notes (first 20 pages): 5%

Final Exam: 60%

Extra credit: for notes past the first required 20 pages: up to 5% added to the semester grade after the exam is taken. \*Every 4 pages of notes = 1% extra credit\*

## **DUAL ENROLLMENT-WOODBRIDGE PROMISE**

Michigan Collegiate juniors and seniors may qualify for the WoodBridge Promise Program through Ferris State University. Between students' sophomore and junior years, they will be notified if they may enroll in the Woodbridge Promise Program. These college credits are free and transferable and will appear on each student's college transcript.

Eligible dual enrollment students may receive college high school credit for the same course if the college course offers standards and curriculum that a MC high school course does not. The course will be presented on the transcript as FSU Dual Enrollment with either a CR (credit) or NC (no credit).

If you are interested in dual enrollment, please see your counselor for requirements and details.

## **GRADUATION ACTIVITIES/ POLICIES**

Senior activities such as prom, honors night, senior trip, and the graduation ceremony are privileges. Administration reserves the right to suspend a student from any of the above mentioned privileges for disciplinary reasons. Only students in good academic and behavioral standing are approved to attend these events. Any senior that has an out of school suspension during the second semester will not be allowed to attend the prom at the discretion of administration. Standards of dress and conduct will be in effect for all senior activities.

Any senior with 18 or more unexcused/unverified absences could potentially lose their privilege to walk for the graduation ceremony. In order for a student to graduate, all required credits must be completed. A student will not be permitted to participate in the graduation ceremony if he or she has not met all academic requirements by 2:35 PM the senior's last day of school which is Friday, May 29th, 2026.

## **HIGH SCHOOL TRANSCRIPTS**

When a student transfers to another school, the cumulative record file will be forwarded to the new school upon written request from the new school. Seniors

who will be attending college must place a request with the office for the final transcripts at the end of the senior year. Students should obtain the proper form from the office.

## **HIGH SCHOOL SCHEDULE CHANGES**

During the first week of each semester, a student may request to drop or add courses without an academic penalty, provided he/she secures the necessary schedule change form, and if the schedule permits. Only in exceptional cases will approvals be granted for dropping courses after the official deadline. In all exceptional cases changes must be approved by the administration. Students who enroll late are responsible for making up missed work for that grading period. The counselor reserves the right to make any necessary schedule changes.

## **COLLEGE PLANS**

Prospective college students are encouraged to consult with the counselor. Plan for college early. The choice of appropriate classes in high school will establish preparation for college. Several college planning services are available.

Suggestions to follow in preparation for college:

- During the sophomore and junior year, obtain catalogs from the colleges of your interest.
- Take the College Entrance Examination Board Test (SAT) during the spring of the junior year or the fall of the senior year.
- Research procedures for scholarship information.
- Complete FAFSA at our Family FAFSA night or other time.
- Make an application for admission at an appropriate time.
- Take any college entrance examinations that are required.
- Work with the counselor in preparing forms and letters in meeting due dates.
- Students needing financial aid for college should begin working for scholarships in the ninth grade and keep a high standard throughout high school. A high GPA is as essential as good character and determination to succeed.

### College Visits During School

Each year, upper class students visit colleges and other schools to prepare for their future vocations. We encourage visits to these schools to help them make more informed decisions on what schools they would like to pursue. The visits should ensure a sufficient opportunity to make an excellent decision regarding which school they would like to attend.

Verification must be obtained from the institution of higher education at the time of

the visit and brought to the main office. Otherwise, it will remain an unexcused absence and may affect a student's grade in various courses.

## **COLLEGE TESTING RECOMMENDATION**

The counseling staff at Michigan Collegiate High School is offering the following information concerning testing as a general guideline for students and parents as they plan test taking schedules. The majority of students should fit comfortably within these recommendations, although we do recognize that a small percentage of students will choose to begin the testing process earlier than recommended, such as students attempting to gain entrance into special programs.

- ACT (American College Test) – Consists of testing in Math, English, Science, Reasoning, Reading, and Writing qualifying test for Michigan Competitive Scholarship Program.
- SAT (Scholastic Aptitude Tests) – Preferred college entrance test for service academies and east and west coast colleges; consists of testing in Math, Verbal, and Writing.
- PSAT (Preliminary Scholastic Aptitude Test) – This is the qualifying test for the National Merit Scholarship Program, the National Scholarship Service and Fund for Negro Students, and the National Hispanic Recognition Program. It is a shortened version of the SAT.

## **11<sup>th</sup> GRADE TESTING**

All MC 11<sup>th</sup> grade students, who are part of our traditional classes, are required to complete SAT prep work which may include an ELA Skills and Strategies course. This class helps prepare students to be successful on the SAT assessment.

Administration reserves the right to make student schedule decisions as they see best fit for each individual student.

## **SCHOLARSHIP INFORMATION**

Students can find information about scholarship opportunities through the counseling office. The counselor will email scholarship information as well.

## **CREDIT RECOVERY**

Presented to a student who possesses both academic and athletic strengths.

High school students may opt to recover lost credit in any class by demonstrating proficiency on a teacher's chosen assessment. This assessment can include projects, tests, essays, speeches, or a combination of these. Students must schedule a time (January/June) to participate in this assessment and be able to

achieve a 75% or higher. If said student recovers this credit, only the credit will be granted on the report card, not the original grade received for the course.

Seniors who have not passed required classes by the last day of school (seniors' last day) may opt to test out of a course. This assessment is generated by the course instructor and must be taken before the graduation ceremony the following week. Seniors who opt to test out must receive a 75% on the test in order to regain credit in the course. The senior's transcript will demonstrate having earned credit "CR", not a grade, in said course. If a student is successful in testing out, he or she is granted permission to participate in the spring graduation ceremony. If a student *does not pass* the test with a 75% or higher, he or she will need to take a summer school course either at MC or another credit granting high school. Once the summer school course is completed, and the student can prove he/she received a passing grade (60%), the student may pick up his or her Michigan Collegiate Diploma from the main office. Students who enroll in the summer school option may not participate in the spring graduation ceremony, as they will not have completed proficiency in all required areas of study.

Students may opt to replace a previous course grade through the MC summer school program. The higher of the two grades will be the weighted grade. The other course will be listed along with "NC" for no credit granted. No weight will be given for the course with the lower grade.

### **PROMOTION/RETENTION POLICY**

In order to be promoted to the next grade level, students must demonstrate adequate knowledge in the common core standards of the current grade. This is in the best interest of the students as it ensures they are in a position to experience success at the next level.

Two methods will be used to demonstrate this knowledge:

1. Students take 6 academic classes (math, math support, ELA, ELA support, social studies, science) each semester, 18 total throughout the year. Of the 18 academic report card grades, students must pass 12 with a D- or higher.
2. Students must maintain an average GPA of at least 1.67 for each semester

Administration will review the academic level of any student not meeting the above requirements to make a recommendation regarding retention or promotion. A student's assessment score may also be a contributing factor.

## STUDENT CONDUCT

Students are expected to display proper conduct by following the directions of teachers and staff, by demonstrating courtesy to all and by exercising self-control in their behavior. Restorative practices are always the first line of discipline we consider and implement.

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

The bus and bus stops are an extension of the school. Behavioral expectations for students still apply and consequences may be given if deemed necessary.

### STANDARDS OF CONDUCT

1. The use or possession of illegal drugs, marijuana or THC products, tobacco, e-cigarettes, vapes or alcoholic beverages is not permitted and will result in disciplinary action up to and including citations from local law enforcement.
2. Involvement in any sexual activity is not permitted.
3. Fireworks, firecrackers, lighters, matches and other flammable materials are prohibited by law and are not permitted on campus.
4. Students will not bring any weapons (including but not limited to pocket knives, tasers, pepper spray/mace, laser pointers, BB guns, pellet guns, chains etc.), firearms or anything that resembles a weapon or firearm on campus, buses, or at any school-sponsored events. Please review the board policy below:

*Board Policy 5772 - 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 of 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 18 USC 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.*

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

5. Profanity and vulgarity are unacceptable.
6. Honesty is expected at all times. Cheating, lying, stealing and plagiarism are not acceptable.
7. Students are not permitted to open exterior doors for anyone.
8. The rights and property of others are to be respected at all times. Damaging or defacing any school property is unacceptable. 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.). Consequences for malicious destruction of property can result in a citation from local authorities.
9. Pride grows from a clean campus. Students are encouraged to help keep the campus clean. Students are required to clean up after themselves in the lunchroom.
10. No candy, food or drinks are to be consumed in the classroom without the teacher's permission. Students may only have clear water in classrooms. No colored drinks or vitamin water. No glass containers allowed in the building.
11. Once a student arrives on campus, they cannot leave without permission. Parents/guardians must sign students out if leaving before dismissal.
12. Students need a hallway pass to leave class. A hallway pass should be for approximately 5 minutes.
13. The school is not responsible for lost, damaged, or stolen items.
14. Unauthorized visitors are not permitted.
15. Students cannot bring non-instructional items to school without permission.
16. Gambling is not permitted.

17. 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. Students are responsible for any items in their assigned locker. Sharing of lockers is not permitted.
18. Students will not make any threat of violence to or about staff. This can result in suspension for the remainder of the school year and/or expulsion.
19. Students must be in school uniform during the entire school day.
20. Students may not tamper with any school device or interfere with the school internet and/or network.
21. Bullying will not be tolerated. Students will not harass or bully for any reason which includes, but is not limited to, cyber-bullying, 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, unwelcome comments or gestures (written or verbal) or other behavior which creates an intimidating, hostile, or offensive environment.
22. Students must eat lunch in the cafeteria and remain in there for the entire duration of lunch unless given permission by a staff member.
23. Students may not record or take pictures of other students or staff. Students may not record altercations
24. Students will not publicly post or distribute on-line videos, pictures or text that are inappropriate or unlawful towards Michigan Collegiate staff or students. Students will be held accountable for social media postings that negatively affect the school environment.
25. Students cannot go to other classrooms for any reason. Students are not allowed to enter a classroom that they are not assigned to at that time.
26. There are designated bathrooms for middle school and high school students. Students may not use bathrooms which are not assigned to their grade.
27. Physical and verbal altercations are not permitted and may receive citations from local authorities.

Michigan Collegiate has a zero tolerance policy for physical altercations. If a 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 Middle/High School. Students who participate and/or instigate physical altercations *in any way* are dealt with in the following manner:

Any physical altercation may result in a Parent Readmittance Meeting (PRM) or a Discipline Committee Meeting (DCM) which could result in a suspension up to the remainder of the school year or a recommendation for expulsion. Any physical altercation may result in a citation from local law enforcement. In the event of a physical altercation, the students involved may not be allowed to finish out the school day and must be picked up by a parent or guardian. Students involved in a physical altercation will not be allowed to take the bus home.

An event is considered a physical altercation when a student violently or aggressively places hands on another student with the intent of physically harming said student.

An event is considered a gang related physical altercation when two or more students violently or aggressively place their hands on another student. Gang related activities result in an immediate student review before the discipline board.

## **DISCIPLINE BOARD**

Decisions made by the discipline board may only be appealed at the next district board meeting. It is the parent's responsibility to set up an appeal. If a parent does not show up at the scheduled discipline committee meeting, the discipline board will proceed with the meeting anyway.

## **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 principal and direct the student to the office for appropriate action by the principal. 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 principal, to attend other classes taught by other teacher

A student may be immediately dismissed for:

- Carrying a weapon(s)
- Striking a teacher or other school personnel
- Extreme vandalism
- Gang *involvement* (this includes 2 on 1 physical altercations)

A student will be immediately dismissed with no option to re-enroll for conviction of a criminal activity.

### **DISCIPLINARY ACTIONS:**

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. Students will be dealt with on an individual basis, depending on offense.

Disciplinary actions may include: (one or more of the following)

1. Restorative practices
2. Parent notification
3. Student Conference
4. In School Intervention (if a student fails the in school intervention, they may receive an out of school suspension)
5. Out of School Suspension  
\*\*\*Students suspended from school are not permitted on school grounds or to attend school sponsored activities. Students receive an opportunity to make up work for full credit. The makeup work due date is based on the number of days suspended from each class.
6. Citation from local law enforcement
7. Behavior Contract or Behavior Plan
8. Referral to a professional agency
9. Recommendation for expulsion  
\*\*\*Any student who is expelled or recommended for expulsion and the parent withdraws is not allowed on school grounds or at school sponsored events.
10. A parent and student readmit meeting will be mandatory after suspensions resulting from physical altercations or any of the above listed infractions, date and time will be at administration's discretion. If a readmittance meeting is required, the student will not be allowed to return to school until

the meeting has taken place. These meetings must be done face to face.

### 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 and local law enforcement at any time.

### Confiscated Items

Any article(s) confiscated during the school year may not be returned to the student until the last day of school. It is the student's responsibility to pick up any of these items. The school is not responsible for any confiscated items.

## **ELECTRONIC DEVICES**

Electronic devices are not allowed in classrooms this includes cell phones, ipads, tablets, headphones, smart watches, etc. Students are not permitted to wear headphones in classrooms or hallways.

If students would like to make phone calls for emergency purposes, they may use the office phone with permission from the office secretary. In specific cases, students may be given administrative permission to use a personal cell phone (only while in the office). If parents would like to contact students during school hours, they need to call the school office. School administrators maintain the right to confiscate student phones until the end of the day; refusal to surrender cell phones could result in an out of school suspension. The school is not responsible for lost, stolen, or damaged electronics.

## **ACADEMIC INTEGRITY**

The following infractions constitute cheating:

1. Testing
  - Any talking or communicating among students.
  - Intentionally exposing a test in such a way that answers can be seen or taking 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/electronic devices, etc.
2. Homework/Projects
  - Doing another's work

- Making up or inventing information and presenting it as factual
- Plagiarism (copying any source without proper credit or use of quotation marks).
- Presenting any work to the teacher and, thereby, implying that it is your work and that you have independently completed the assignment when, in fact, it is not completely yours and/or you have not independently done the assignment.
- 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).
- Presenting any work as if it is your own when, in fact, it is not.
- Copying someone else's homework assignment or allowing someone to copy your work.
- Having someone else do any part of your homework assignment or doing someone else's homework for them.
- Taking pictures of or distributing another student's work

### 3. Online Cheating

- Attaining answers or class work from unapproved sites or people
- Logging into an account other than your own.
- Taking pictures or sharing content of exams, quizzes, or assignments.

## **DRESS CODE**

The standards of dress and appearance for students at Michigan Collegiate Middle/High School 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. The Administration has the responsibility and authority to apply these general guidelines when confronted with questionable appearance not covered specifically.

Uniform requirements: Students must wear khaki colored bottoms with a school approved uniform shirt. School uniform shirts must be purchased through All Star T Shirts. The approved uniform shirts are short sleeved polo, long sleeve polo, crew neck sweatshirt, and fleece zip up.

Any school club or athletic clothing is not permitted as uniform - even if it says Michigan Collegiate on it.

- Skirts or shorts: Khaki maximum of 2" above the knees. No mini-skirts. Black skirts and shorts are not permitted

- █ Slacks or capris: Khaki only, dress or “Docker”/cargo style. Black pants are not permitted. No leggings, jeggings, pants with holes, yoga pants or spandex pants are permitted. Pants must be worn at the waist - sagging is not allowed.
- █ Polo shirts: Only polos that are purchased through All Star T-Shirts are allowed – black and red. Uniform shirts must be worn in an appropriate manner. Administration will determine if something is deemed inappropriate.
- █ Crewneck sweatshirts/fleece jacket: Only crewneck sweatshirts/fleece jackets that are purchased through All Star T-Shirts are allowed – black and red. Fleece jackets must stay zipped up if a student does not have a school uniform shirt underneath. Hoodies cannot be worn underneath.
- █ Undershirts: any shirt is fine except hoodies, jackets and coats.
- █ Belts: School appropriate belt buckles only.
- █ Shoes: no sandals, flip flops, slippers/house shoes
- █ Headwear: Head bands are allowed. Bandanas are not allowed to be worn in any style. No over the head masks are allowed (ski masks)
- █ No blankets, covers, stuffed animals, or non educational items are allowed.

### Dress Code Violations

Students may not be allowed in class if they do not have a uniform. Repeated dress code violations will result in disciplinary action up to and including out of school suspension.

### Free Dress / Casual

Sometimes the school will offer free dress/casual for the day. There are also incentives to earn free dress down days. The dress code for these days includes:

- No hats, bandanas, or ski masks
- No sunglasses
- No crop tops or belly shirts
- No tank tops or sleeveless shirts
- No open toe shoes
- Shorts/skirts must be a maximum of 2” above the knees
- No coats

## TITLE IX AND SEXUAL HARASSMENT

Sexual harassment and assault are against Michigan Collegiate Schools' policy and may also be a violation of the law. Sexual harassment of students and staff is prohibited. All students are prohibited from harassing fellow students, staff, or others on school property and during school sponsored activities.

Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
3. Substantially interfering with a student's educational environment;
4. Creating an intimidating, hostile, or offensive educational or work environment;
5. Depriving a student of educational aid, benefits, services, or treatment; or
6. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort.

Examples of sexual harassment include:

### Verbal:

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
- Making sexual jokes or comments about students' bodies or how they look or act
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love

### Physical:

- Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
- Touching, pinching, or grabbing someone in a sexual way

- Brushing up against someone's body on purpose

Visual:

- Posting or sharing sexual comments, pictures, or videos
- Pressuring someone to take or send sexual pictures or videos ("nudes")

Examples of sexual assault include:

- Touching someone's genitals, breast, or butt without their permission (consent)
- Unwanted behavior or touch over or under clothes
- Unwanted kissing
- Physically forcing someone to perform a sexual act
- Threatening or pressuring a person to do any sexual act
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape)

Any individual who is found to have committed sexual harassment or assault is subject to the full range of discipline, up to and including termination of employment or expulsion as well as possible legal ramifications.

#### Reporting Sexual Harassment

Any person may report sexual harassment to the Title IX Coordinator. Reports may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the report. In-person reports must be made during normal business hours, but reports can be made online or by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

The name and contact information for the Title IX Coordinator is:

Russel Woodruff

E-mail: [woodruffr@michcol.org](mailto:woodruffr@michcol.org)

Phone: (586) 777-5792

In addition to reporting to the Title IX Coordinator, any person may report sexual harassment to any employee of the school. When an employee of the School receives information about alleged sexual harassment, they are required to promptly forward all known details of the situation (including the names of the parties, and the time, date, location, and description of the alleged behavior) to the Title IX Coordinator

## BULLYING

Reference: The Matt Epling Safe School Law, Public Act 241 of 2011, as amended by Public Act 478 of (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 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” is persistent 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:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.
- B. 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.
- C. Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- D. 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:

- A. Substantially interfering with the educational opportunities, benefits, or programs of one (1) or more pupils.

- B. 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.
- C. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
- D. 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 device 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.

# 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).

Students with a disability and have an Individualized Education Plan (IEP) 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.

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 resource room/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). Resource room/co-teachers support the students with the challenges that present themselves as a result of that students' 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 accommodation or modifications as specified in that student's IEP. In addition to the co-taught classes a school social worker, speech and language pathologist, and occupational therapist is available to meet the needs of those students who qualify for these services as documented in their IEPs. Also, our special education program includes a learning support hour where each student with an IEP has access to specialized curriculum and time to monitor their progress on IEP goals.

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

## Top 3 things to know about inclusion in school

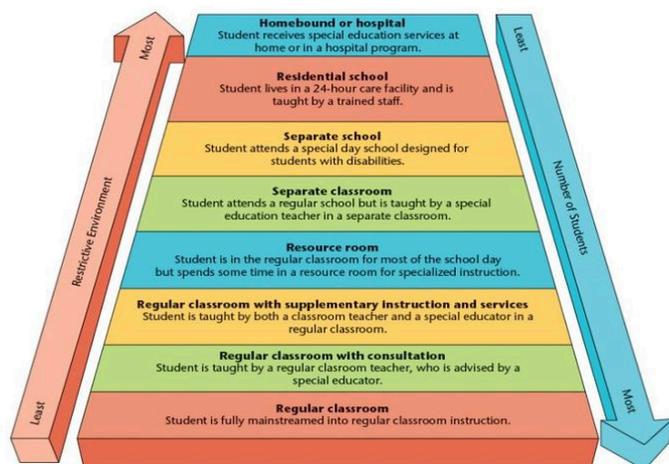
- 1**

Inclusive education has been researched for more than 50 years, showing that children with and without disabilities do better academically, socially, and generally in life when participating in inclusive classrooms.
- 2**

Inclusive education does NOT promote lowering the standard of education for other children. It may mean that some students have additional accommodations or modifications to support them in the classroom.
- 3**

Inclusion is not a legal term and is not part of the law, but it is a philosophy about fully belonging to a community. Kids learn to live together in a world that creates a better and safer place for us all.

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## SPECIAL EDUCATION Referral Process

### Initial Evaluation for Special Education

An evaluation is the first step in the [special education process](#). A child must have a full and individual evaluation, called an initial evaluation, to determine whether he or she has a disability and may be eligible to receive special education programs and/or services. Initial evaluations must follow a certain [timeline](#).

#### Consent Is Needed for Initial Evaluations

The *Individuals with Disabilities Education Act* (IDEA) requires school districts to provide parents written notice when the school would like to evaluate your child. Parents can also contact the school to request an initial evaluation. When a parent makes a verbal request, the school will help the parent put their request in writing. The school will then have 10 school days to respond to your request by giving you prior written notice proposing or refusing to complete the initial evaluation. The notice must also include information outlining your parental rights with a document called [Procedural Safeguards](#). One of your rights is that the school cannot do an initial evaluation until you agree in writing with your signature. Your consent is voluntary, and you can withdraw consent of the initial evaluation at any time.

Why an initial evaluation is done	How an initial evaluation is done
<p>A special education initial evaluation is done to:</p> <ol style="list-style-type: none"><li>1. See if your child has a disability as defined by the IDEA or <a href="#">Michigan Administrative Rules for Special Education (MARSE)</a>. (Parents may be concerned about one disability, but districts must consider all suspected disabilities.)</li><li>2. Identify your child's educational needs.</li></ol>	<p>A team of school professionals called a "multidisciplinary evaluation team" (MET) will:</p> <ul style="list-style-type: none"><li>• Evaluate your child.</li><li>• Meet with you to review the initial evaluation results.</li><li>• Make a recommendation to the IEP Team whether or not your child meets eligibility requirements for special education programs and/or services.</li></ul>

### Determining Eligibility for Special Education

The *Michigan Administrative Rules for Special Education* (MARSE) defines 13 disability categories. Your child must meet the requirements in one of the disability categories to be eligible for special education services.

After the initial evaluation, a MET representative will meet with the IEP Team to review test results and observations, then share the MET Team's recommendation regarding student eligibility.

As a parent, you are to be provided a copy of the evaluation report. You are also part of the IEP Team who decides on your child's eligibility for special education.

Learn more from the Michigan Alliance for Families about determining eligibility For more information, go to [determining eligibility](#) and the [disability categories](#).

### Initial Evaluation Results

If your child is found eligible for special education programs and services, an [individualized education program \(IEP\)](#) will be developed. Areas of need found in the initial evaluation will become the basis for the IEP. As the parent, you must sign the initial consent for the district to provide special education programs and services to your child.

If you do not agree with the results of the initial evaluation, you can ask for an [independent educational evaluation \(IEE\)](#) at the school district's expense.

# Initial Evaluation Procedure for Special Education Programs and Services

Michigan Department of Education Office of Special Education Guidance Document:  
[Guidance for Timeline for Initial Evaluations](#)



Michigan Department of Education Office of Special Education  
February 2024



## SPECIAL EDUCATION DISCIPLINE

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.

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 accumulate 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

consecutive 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)

The district will:

1. Provides general education protections.
2. Document previous removals if they exist.

#### Removal of Over 10 Consecutive Days

The District will:

1. Provide general education protections.
2. Provide parent with Special Education Procedural Safeguards
3. Review previous removals if they exist.
4. Hold a manifestation determination review (MDR) within 10 school days of the decision to remove the student.
5. 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. Hold a manifestation determination review (MDR) within 10 school days of the decision to remove the student.
3. Provide FAPE in accordance with the law.
4. Provide parent with Special Education Procedural Safeguards
5. Count the number of days a student has been suspended.

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 is linked to his or her 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 a Manifestation - A Functional Behavior Assessment is conducted and a Behavior Improvement Plan developed.

IEP is reviewed (Child's placement cannot be changed except through an IEP)

Special Circumstances (Weapons, Drugs, Threats, 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 who has engaged in behavior that violated any rule or code of conduct of the school, may assert any of the protections provided 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

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

- (i) Conditions that apply if there is 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.

(3) Limitations.

- (i) 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.
- (ii) 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.
- (iii) 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

## ATTENDANCE

Michigan Collegiate believes that punctuality and consistent attendance is a significant factor in academic achievement. Letters are sent home when excessive absences occur. We recommend a 7:30 A.M. arrival time for students to go to lockers and prepare for their day. Any students who arrive after 7:40 will remain in the breezeway until 8:00 A.M. Any student who arrives after 8:00 will remain in the breezeway until second hour

### Procedures to follow when child will be absent:

Call the attendance line before 9AM on the day of the child's absence. This is an automated 24-hour line, so you may call anytime. Middle school # 586-777-3190; high school # 586-777-5792 then follow verbal instructions.

When you call, please leave the following information in your message:

1. Your name
2. Your child's name
3. The date of absence
4. The reason for absence

If your child is marked absent in the first and second hour, our automated calling system will contact the phone number on record to verify the absence with the parent.

It is your child's responsibility to obtain and complete any missed school work.

If your child has 18 or more verified/unexcused absences and is at least 16 years old, the school reserves the right to disenroll the student. Students that are 15 years old or younger may result in a retention or change of placement.

Students with a history of chronic absenteeism may be subject to an attendance contract in order to be enrolled or re enrolled.

### **TARDY POLICY**

Students are expected to be in class on time. If they are late for a class they will be marked tardy.

Repeated tardy violations will result in disciplinary action up to and including out of school suspension.

### **TRUANCY**

Michigan Laws (Revised School Code) require a parent or legal guardian to send their child (age 6 to 16) to school during the entire school year [MCL 380.1147]. If a pupil misses 10 or more days of instruction (beyond 10% of days possible), the student / parent may be referred to the Truancy Office for legal action.

## **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. Each student must use the school's withdrawal form when returning materials to teachers

## BUILDING PROCEDURES

### EMERGENCY SCHOOL CLOSING

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

1. The superintendent will contact the local TV/radio stations which will announce Michigan Collegiate.
2. Parents may receive contact from our automated phone system.

### EVOLV SECURITY SYSTEM

The Evolv Entry System is designed to keep students, staff, family, and visitors safe at Michigan Collegiate. Anyone\* entering the facilities must go through the security checkpoint and adhere to any subsequent attempts to identify the item(s) that would have triggered an alert by the Evolv System. Students who fail to comply with Michigan Collegiate's attempts to identify items or attempts to avoid the checkpoints, will result in:

1. Denied admittance to the building until:
  - a. A Discipline Committee Hearing with parent/guardian and student
    - i. Consequences may include up to an Expulsion from Michigan Collegiate Schools
2. Depending on the nature of the alert, Warren Police may be notified to conduct a more formal investigation

\*Anyone failing to go through the checkpoints will be denied entry and may face further bans from entering the facilities.

### VISITORS

To help ensure the school's safety, Michigan Collegiate exercises a strict no visitor policy.

Parents/guardians who want to meet with a staff member must make an appointment ahead of time. Anyone who shows up without an appointment, may be turned away.

### LOCKERS

Each student will be assigned one locker. Each locker will be assigned one combination lock. Once lock and locker are assigned, the students become responsible for the following:

1. keeping the interior of the locker free of adhesive residue (stickers, strong tape, etc.)
2. memorizing locker combination and keeping this information private from other students. (If student forgets their locker combination, he/she can check with homeroom teacher for the correct combination.)

If students choose to decorate lockers with stickers, or use strong tape to adhere pictures, etc.,

students will need to pay a \$5.00 per locker (cleaning fee) if the locker is not returned to original condition. If students do not pay a fee, they will not be issued a new locker in the fall.

Students are not permitted to change locker location and/or purchase their own non-issued combination locks for their lockers. They must use the locker and lock that was originally assigned to them through the school. If locker location is changed without permission, the student remains responsible for the condition of the originally issued locker. Students are responsible for any items found in their locker. Students are not permitted to share lockers.

*MC is not responsible for any lost or stolen locker items.*

## **MC BOOK/CHROMEBOOK RETURN**

Each year, students will be assigned all necessary textbooks to succeed in their classes. Once books are assigned, students are responsible for the condition of these textbooks for the remainder of the school year.

If the course book is not returned (or paid for) by the time report cards are sent home, the student will receive an incomplete "I" in said course. This grade will remain an "I" on the student's transcript until fee is paid or book is returned.

If a student must retake a course due to failing grade, the student will not be issued a new textbook(s) until fee is paid or their previous year's book is returned.

Students that check out a school chromebook must return the device at the end of the school year. If the device is not returned or damaged and/or not working, the student could be subject to a \$100 fee.

## **SCHOOL DANCES**

Students must be in good behavioral and academic standing to attend our school dances. School dances are a privilege at MC. Any student with an out of the school suspension before the Homecoming dance will not be allowed to attend. Parents have the right to appeal with the Discipline Committee. Any student who is not in school appropriate attire will not be allowed in the dance. There are no refunds once tickets are purchased.

### NON-MC Students Attending Dance

In order to be considered for entry at our dances, all students who do not attend MC Middle/High School are required to have an administrator from their school complete an application and FAX it to a school administrator. This form will be used to determine if we will allow said students to attend our upcoming dance. No students over age 20 may attend our dances. Guests must have an ID to enter.

## ATHLETIC HANDBOOK INFORMATION

### Mission Statement

To further develop a student's character through athletics.

### Guiding Principles and Goals

Michigan Collegiate seeks to meet the mission by:

- Developing physical, mental and emotional growth
- Developing and maintaining an expert coaching staff
- Encouraging parent involvement
- Facilitating the development of leaders and role models
- Believing that athletics is a privilege, not a right

### Role and Expectations of the Student-Athlete

- To be a positive role model, possess a quality work ethic and be dependable
- Academics are the first priority
- To always display teamwork, dedication and sportsmanship
- Be alcohol and drug free and a non-smoker.

### Roles and Expectations of the Parent/Guardian

- Support and encourage their student/athlete to be successful
- Be aware of what is expected of them and their student/athlete
- Be a role model and display sportsmanlike behavior
- Communicate with coaches, the athletic director or other school officials if problems arise
- Drop off and pick their student/athlete up from events in a timely manner

### Summary

It is the belief of the Cougar family that by working together everyone can achieve more. Athletics are a privilege and one that students must work to achieve. Teamwork and sportsmanship is the cornerstone of a quality program and are the characteristics that we would like our athletes to develop and display.

### Athletic Attendance Policy

- All athletes must be enrolled as full time students.
- Athletes must attend at least two full class periods of school to be eligible to participate in practice or competition that day. Any exceptions must go through the Athletic Director.
- If an athlete is suspended from school for any reason, they may not attend any athletic activity for that day.

- Athletes are required to attend all scheduled practices.
- An excused absence from school is an excused absence from practice.
- Athletes are responsible for informing the coach if they cannot attend practice or games. The Athletic office is not a messenger service.
- If an athlete misses practice due to injury, and seeing a doctor was required, a doctor's note is required to resume participation and they may be required to still attend practice at the coach's discretion.

#### Athletic Eligibility:

Athletic Eligibility will be determined by the previous 18 week grading period. While the MHSAA has their own minimum academic standard for athletic eligibility, Michigan Collegiate will hold their students to a higher standard. Michigan Collegiate student-athletes will be required to maintain a 1.67 GPA. The Michigan Collegiate Athletic Committee reserves the right to review all athletic eligibility decisions and will address each situation as they see fit, but under no circumstances will a student below MHSAA standards be eligible. If the athletic committee decides to override the Michigan Collegiate minimum GPA requirement, that athlete will have 3 weeks to bring their GPA back above the required 1.67 to be eligible.

#### *Tobacco Use and Possession* (In addition to School Consequences)

##### First Offense:

- Student/athlete will be suspended for 1/5<sup>th</sup> of the sports season.  
Example: 20 games for basketball will result in suspension from the next 4 scheduled contests.

##### Second Offense:

- Suspension for the remainder of the season.
- Meeting with the Athletic Director, student and parents to discuss future athletic involvement.

#### Alcohol Use

##### First Offense:

- Suspension from athletics for the remainder of the current season or three months.
- Meeting with parents to discuss future athletic involvement.

#### Narcotics

##### First Offense:

- Suspension from athletics for one calendar year from the date of suspension. Example: April 23 2016 until April 23 2017.
- Meeting with parents.

## OTHER SERIOUS OFFENSES

At the discretion of the Athletic Director the consequences can range from a verbal reprimand to a suspension or removal from the team.

Examples of other offenses:

- Persistent use of profanity.
- Conduct unbecoming of a Michigan Collegiate Athlete.
- Violation of Team Concept.

Insubordination or defiance of authority. (Coaches, other players, host schools, parents, refs and other adult figures) Equipment and Use Of

- Athletes are responsible for all equipment issued
- All previous equipment must be returned before participation in another sport can begin.
- Lost or unduly damaged equipment must be paid for before participation in another sport can begin.
- Holds will be placed on all student records until equipment is returned or paid for.
- Student/Athlete has one week from the end of the season to return equipment.

### Quitting

Student athletes need to honor the commitment they make to their teammates and coaches. Quitting should not be an option until all other avenues have been attempted. Athletes who do choose to quit will be ineligible to participate in any sports for one calendar year from the point of quitting. Certain circumstances may be reviewed, and it will be up to the Athletic Director and the coaches to allow athletes to participate sooner. The final decision will be the Athletic Directors.

### Transportation

All athletes must use the transportation provided by the school to and from athletic contests. Exceptions would include prior arrangements made between parents and the Athletic office, but athletes should plan on using the bus. If a student/athlete is continually not picked-up from the drop off point in a timely manner, coaches may request that the athlete not have use of the bus. It would then be the duty of the parent/guardian to drop off their athlete at the contest and to take their athlete home from the contest. Coaches may also suspend student/athletes from practice or games if they are not picked-up in a timely fashion.

### Game Day Dress

Will be determined by the school dress code or Athletic Director.

### Insurance

Parents/Guardians are responsible for providing appropriate insurance coverage.

### Informed Consent

It is impossible to eliminate all risk of injury from athletic participation. It is the duty of the athlete to check their equipment daily, obey all rules, report physical problems to coaches and to follow proper conditioning programs.

### Appeals

A student, with parent (Or guardian), can appeal a suspension, from athletics, to the Athletic Director within two days after the suspension is handed out. The student/athlete may also request that the principal be present at the appeals meeting.

## **DRUG USAGE WARNING!**

### USE:

A person who knowingly uses an androgenic steroid in violation of section 17766a of the public health code, Act No. 368 of the Public Acts of 1987, being section 1766a of the Michigan Compiled Laws is guilty of a misdemeanor, punishable by imprisonment for not more than ninety (90) day, or a fine of not more than \$100.00, or both.

### POSSESSION:

A person who knowingly possesses an androgenic anabolic steroid in violation of section 17766a Act No. 368 of the Public Acts of 1978 is guilty of a misdemeanor, punishable by imprisonment for not more than ninety (90) days, or a fine of not more than \$100.00, or both. A second subsequent violation is a felony, punishable by imprisonment for not more than four (4) years, or a fine of not more than \$2,000, or both.

### DELIVERY:

A person who knowingly delivers or knowingly possess with the intent to deliver an androgenic anabolic steroid or counterfeit androgenic steroid to another person is in violation of section 1766a of Act No. 368 of the Public Acts of 1978 is guilty of a felony, punishable by imprisonment for not more than seven (7) years, or a fine of not more than \$5,000.00, or both.

### POSSIBLE SIDE EFFECTS OF STEROID USE:

Atrophy of the testicles  
Sterility  
Acne  
Stroke  
Psychosis  
Addiction  
Withdrawal  
Heart attack  
Enlarged breasts

Impotence  
Hair loss  
Kidney damage  
Cardiovascular disease  
High blood pressure  
High blood cholesterol  
Stunted bone growth  
Transmitted disease and infections

## TRANSMITTED DISEASES AND INFECTIONS

The shared use of hypodermic needles can result in the transmission of serious communicable diseases and infections including AIDS and hepatitis B.

An athletic services provider shall conspicuously place this notice in the following locations: (a) If the facility is an educational athletic facility, in each locker room of that facility, (b) if the facility is a recreational athletic facility, near each entrance and in each locker room of that facility.

## 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.

### 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.).

## TRANSPORTATION

Michigan Collegiate students using the supplied transportation service are expected to adhere to all MC rules and expectations both on the bus and at bus stops. Discipline issues will be handled by the school, in conjunction with the transportation handbook.