

Neil E. Reid High School

STUDENT/PARENT HANDBOOK

2022-2023

Property Of: _____

The information in this book was the best available when posted. Watch for additional information and changes.



NEIL E. REID HIGH SCHOOL

37701 Harper
Clinton, MI 48036-3087
PHONE: 586/469-1590 FAX: 586/469-8173
WEB: <http://misd.net/neilreid/>

Michael Croy, *Principal*
DeAnn Schluessler, *Program Associate*
Margaret Teltow, *Secretary*
Jessica Hansen, *Teacher Consultant*
Patti Ritonja, *Support Secretary*
Jennifer Johnson, *School Social Worker*
Christine Starzyk, *School Psychologist*

MISD Transportation Office: 586/228-3333

This school is monitored under surveillance.



Macomb Intermediate School District 44001 Garfield Road, Clinton Township, MI 48038-1100 www.misd.net

Theresa J. Genest, *President*; Donald R. Hubler, *Vice President*

Edward V. Farley, *Treasurer*, Brian White, *Secretary*; Michael A. Schulte, *Trustee*

Michael R. DeVault, *Superintendent*

MISSION

Macomb Intermediate School District: **Service, Support and Leadership**

We are the Macomb Intermediate School District.

We provide quality service to special education and general education students, instructional and technical support to school staff, and cutting-edge educational leadership in Macomb County.

We are committed to all the students of Macomb County. To serve them well, we are resolute in involving parents, school personnel, and the community at large, including business, government, and civic organizations as active partners in planning, delivering, and evaluating our services.

We work directly with individuals with disabilities who reside in Macomb County school districts.

We serve students of all ages, from newborns to adults, meeting their unique learning needs and supporting their families along the way.

Within the 21 local districts and public charter schools, we focus our efforts on building capacity with school staff. Through quality training and instructional support, we increase their knowledge, skills and abilities, so all students receive a rigorous and effective educational experience.

We promote all aspects of the educational process through our development and support of technology. We provide training in the use of essential technology tools that enhance curricular, instructional and administrative services in our schools and, as a result, opportunities are expanded for all.

We work collaboratively with colleges and universities and are leaders in state and national programs. We anticipate needs and opportunities, all with the single purpose of identifying, developing and implementing programs and practices that, through education, improve the quality of life in Macomb County.

The Macomb Intermediate School District (MISD) is an Equal Opportunity Employer. It is the policy of the MISD that no person on the basis of race, creed, color, religion, national origin, age, sex, height, weight, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the MISD is responsible. Inquiries regarding compliance with Section 504, Title IX, or the Americans with Disabilities Act may be directed to: Assistant Superintendent of Human Resources/Legal Affairs and Coordinator under Section 504. Macomb Intermediate School District, 44001 Garfield Rd. Clinton Township, Michigan 48038-1100, 586/228-3309.

The MISD will provide, upon request with advance notice, appropriate auxiliary aids and services necessary to afford a qualified individual with a disability equal opportunity to participate in services, programs and activities conducted by the MISD. To request auxiliary aids or services call 586/228-3309; Text Telephone (TTY/TDD) 586/286-8040.

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CALENDAR OF EVENTS

2022-2023 School Year Calendar	
Sept. 6, 2022	First Day of School for Students
Sept. 6 – Jan. 27, 2023	1 st Semester/1 st Quarter
Sept. 30, 2022	No School – Professional Development
Oct. 7, 2022	1 st Quarter Progress Reports
Oct. 31, 2022	Half Day – Student Records
Nov. 8, 2022	No School – Professional Development
Nov. 11, 2022	End of 1 st Quarter
Nov. 14, 2022	Start of 2 nd Quarter
Nov. 23– Nov. 25, 2022	No School - Thanksgiving Recess
Dec. 16, 2022	2 nd Quarter Progress Reports
Dec. 22, 2022 - Jan. 2, 2023	No School - Holiday Recess
Jan. 16, 2023	No School – Professional Development
Jan. 27, 2023	End of 1 st Semester/2 nd Quarter
Jan. 30, 2023	Start of 2 nd Semester/3 rd Quarter
Feb. 20-21 2023	No School – Mid Winter Recess
March 3, 2023	3 rd Quarter Progress Reports
March 9, 2023	Parent Teacher Conferences
March 10, 2023	No School – Professional Development
March 31, 2023	End of 3 rd Quarter
April 3-7, 2023	No School – Spring Recess
April 10, 2023	Start of 4 th Quarter
May 12, 2023	4 th Quarter Progress Reports
May 29, 2023	No School – Memorial Day
June 9, 2023	Half Day for Students – Student Records
June 14, 2023	Last Day of School

STUDENT/PARENT HANDBOOK GENERAL INFORMATION

Neil E. Reid High School offers an academic and behavioral program for students with severe emotional impairments in Macomb County. Students attending Neil E. Reid are provided courses aligned with the Michigan Merit Curriculum as outlined in the Curriculum Guide found in this publication. In addition to core MMC requirements, students maintain an Educational Development Plan as part of the transition planning process.

Mission

We build relationships to foster academic and social emotional success.

Code of Conduct

Be Safe

We will:

1. Act in a manner that does not endanger myself or others
2. Resolve conflicts peacefully
3. Report unsafe situations/conditions. See something. Say something.

Be Respectful

We will:

1. Treat everyone with dignity and respect
2. Use appropriate language
3. Be kind, not hurtful

Be Responsible

We will:

1. Show up ready to learn
2. Be accountable for choices and actions
3. Plan to succeed

When and Where the Code of Conduct Applies

The Code of Conduct applies before, during, and after school whenever a student is engaged in a school-related activity. Each student is expected to follow this code of conduct:

- When traveling to and from school
- While on District property
- On a school bus for any purpose
- Whenever a student engages in remote conduct or activities, for example: by texting, e-mail, internet, social media or other electronic means, which may have an adverse impact on school safety, the district's need to maintain good order and discipline during school, and/or the rights and feelings of other students or school district staff.

Nondiscrimination Policy

It is the policy of the MISD that no person on the basis of race, color, national origin, sex, age, religion or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the MISD is responsible.

Harassment on the basis of race, color, national origin, sex, age, religion, disability and retaliation are also forms of discrimination prohibited by the MISD and Title VI, Title VII, Title IX, the American with Disabilities Act (Title II), Section 504 of the Rehabilitation Act of 1973 and Michigan Law (Civil Rights Laws).

Complaints, inquires and/or comments regarding compliance with Civil Rights Laws may be directly submitted to: Assistant Superintendent of Human Resources/Legal Affairs, Macomb Intermediate School District, 44001 Garfield Road, Clinton Township, Michigan 48038-1100, (586) 228-3309

Complaints of discrimination, harassment and retaliation shall be promptly investigated with notification to parents / legal guardians.

Daily Schedule

- The school day consists of seven periods allowing a possible 7 credits each year.
- The school day and a student's individual schedule are determined by the Individual Education Planning (IEP).
- Additional elective classes are geared toward a students' level of ability and interest.

Regular School Day	Begins	Ends
1 st Hour	7:09 a.m.	8:09 a.m.
2nd hour	8:11 a.m.	8:58 a.m.
3rd hour	9:00 a.m.	9:47 a.m.
4th hour	9:49 a.m.	10:36 a.m.
5 th Hour A Lunch	10:38 a.m.	11:13 a.m.
5 th Hour B Lunch	11:22 a.m.	11:57 a.m.
5 th Hour (including all lunches)	10:38 a.m.	11:57 a.m.
6th hour	11:59 a.m.	12:46 p.m.
7th hour	12:48 p.m.	1:36 p.m.
Homeroom	1:38 p.m.	1:51 p.m.

Speed Schedule

This schedule will be utilized throughout the year to give staff and students the opportunity to develop Neil Reid's mission.

Speed Schedule	Begins	Ends
1 st Hour	7:09 a.m.	7:43 a.m.
2nd hour	7:45 a.m.	8:19 a.m.
3rd hour	8:21 a.m.	8:55 a.m.
4th hour	8:57 a.m.	9:31 a.m.
5 th Hour	9:33 a.m.	10:07 a.m.
6 th Hour	10:09 a.m.	10:43 a.m.
7 th Hour	10:45 a.m.	11:19 a.m.
Homeroom	11:21 a.m.	1:51 p.m.
Designated Lunchtime	11:21 a.m.	11:56 a.m.

School Records

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 eligible persons (i.e., students 18 years of age or older, or the parents/ guardians of students under the age of 18) have the right to examine the official school records directly related to that student. Specifically, this act mandates the right to:

- Prohibit the release of records to non-eligible agencies, institutions, or persons without prior consent
- Be informed of the release of records to all eligible agencies, institutions or persons
- Challenge the accuracy and fairness of records
- Have due process in matters related to student records.

Student Rights and Responsibilities

We recognize that Neil E. Reid and the Macomb Intermediate School District have the responsibility to assure all students the legal rights that are theirs by virtue of guarantees in the federal and state constitutions and statutes.

Among these rights are the following:

- The right to a free and appropriate public education. (FAPE)
- The right to equal educational opportunity and freedom from discrimination.
- The right to due process of law with respect to suspension, expulsion, unreasonable searches and seizures, or administrative decisions which the student believes have injured his legal rights.
- The right to free inquiry and expression.
- The right to privacy as defined by law.

With rights come responsibilities. Students' responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. It is the responsibility of each student to respect the

rights of all who are involved in the educational process.

We are committed to ensuring that all students have the opportunity to demonstrate the knowledge, creativity and skills necessary to promote self-worth as independent, contributing members of society. We believe students must be committed to respecting the school environment, thus allowing an environment that encourages knowledgeable, responsible, caring citizens.

Student responsibilities include:

- Earn academic credit toward high school graduation/a planned course of study.
- Attend school and be on time to all classes.
- Make up work when absent from school.
- Review all school rules and regulations and conduct themselves accordingly.
- Comply with state and local laws.
- Respect school property and the property of others.
- Dress and groom in a manner not distracting or disruptive to the school atmosphere.
- Express ideas in a manner that will not offend or slander others.
- Conduct themselves in a manner that promotes a safe and healthy school atmosphere.

Age of Majority

Except as noted below, policies and procedures set forth in the student handbook will apply to all students, regardless of their attainment of the age of majority.

Students 18 years and older may:

- Have the same privilege to access their student records as their parents/guardians.
- Represent themselves during disciplinary conferences and have grade reports mailed to them.

Note: All school attendance standards continue to apply to students regardless of age.

Program of Studies

The Individual Education Program (IEP) for each student is based upon their most recent assessment scores, class work and behavioral needs as developed by the individual Educational Planning Team (IEPT). Students, along with parents/guardians, are encouraged to attend sessions for planning educational goals and objectives as well as transition.

Integration: A process in which students gradually return to their Local Education Agency (LEA) beginning with one or more classes, while maintaining classes at Neil Reid. Integration is earned based on student performance in the following areas: attendance, achievement, and behavior. The integration process is carefully designed to help ensure a successful transition back to their local high school program.

Student Schedules

Student schedules are determined by required courses outlined in the Michigan Merit Curriculum, Local Education Agency, and/or a student's IEP.

Graduation Requirements

Graduation requirements are determined by each student's resident district. Diplomas are issued by local high schools. Michigan Merit Curriculum courses include:

English Language Arts.....	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies.....	3 credits
Health/Physical Education	1 credit
Visual/Performing/Applied Arts	1 credit
World Languages	2 credits
Online learning experience	20 hours

Student Council

A schoolwide program that allows students the opportunity to become involved in community-based events/activities to further enhance their learning objectives

Michigan Department of Labor and Economic Growth

Michigan Rehabilitation Services coordinates with the school and facilitates active enrollment within their agency as part of the transitional process for students. This involvement is encouraged but voluntary. If a student or family decides not to become involved with this agency during their enrollment at Neil Reid, the services they offer remain available to them post high school.

School Lunch

Students may purchase a hot lunch, beverage, or snack. Free or reduced lunch prices are available for those students who qualify. Application forms are available in the registration packet and the school office. Contact the school office at: (586) 469-1590 regarding any questions. *Note: Accommodations will be made for students with a food allergy*

Additional Support Personnel

- Social Worker
- Psychologist
- Speech and Language Pathologist
- Teacher Consultant
- Consulting Psychiatrist
- Nurse

Work Permits

Students under the age of 18 require a work permit. Procedures for obtaining a permit are outlined below:

- Secure employment
- Obtain a work permit from the main office.
- Student and employer must complete sections I and II and return the form to the school office for final processing.
- Become knowledgeable of the two passages listed below. Standards of Issuance of Work Permits, R409.5
- Upon written notice of the minor and employer, the issuing officer shall place a minor on a 30-calendar day probationary period when a minor's poor school attendance results in a consistent academic performance at a level lower than that which preceded the minor's employment.
- Following the 30-calendar probationary period, and upon written notice to the minor and the employer, the issuing officer may suspend a minor from work for a period of not more than 30 calendar days when a minor's poor school attendance results in a consistent academic performance level lower than that which preceded the employment.

Communicating Learning and Progress

Progress Reporting

Teachers communicate regularly with students and parents/guardians regarding a student's progress. Early communication allows students and parents/guardians to respond constructively while there is sufficient time to address problems and concerns. Teachers communicate this information through several arranged methods, i.e., routing sheets, emails, phone calls, letters, written notes, etc. Parents/guardians will receive a progress report midway through each quarter informing them of student progress.

Report Cards

Report cards are issued quarterly (four times per year). Attendance record and grades are reported in each subject. Report cards will include IEP goal and objective progress sheets.

Parents/guardians can expect to receive report cards approximately one week after the end of each marking period.

Conferences

Parent/teacher conferences are scheduled in the spring. Parents/guardians are strongly encouraged to attend. Additional meetings may be arranged throughout the school year. Please call the school office to schedule an appointment at (586) 469-1590.

GUIDELINES

Attendance

Good attendance is one of the most important single factors that contribute to greater levels of achievement by students. Attendance guidelines and procedures are designed to promote good attendance in a guidance-oriented manner. The effectiveness of these guidelines depends upon parent/guardian, students and school staff working together to promote more responsible citizens.

By law, the school must record and document daily absences. If your student is going to be absent from school, the parent/guardian must notify the school office and transportation each day. Please call Neil Reid High School at (586) 469-1590 and MISD Transportation Department at (586) 228-3333.

Absences are excused when a student is ill or involved in a family emergency. Absences are unexcused for: missing the bus; babysitting; vacations; early morning behavior problems; refusing to come to school, etc.

Students are expected to make up missed work regardless of whether the absence was excused or unexcused. Doctor's notes do not excuse students from completing missed assignments. When students return from their absence it is their responsibility to ask for their missing work. See missing/late work information on page 21.

Interventions

Good academic success increases the opportunity to return to the local high school and promotes responsible, lifelong attendance habits. Toward that end, three important forms of attendance support are in place.

1. Parents/guardians will be contacted by the school when a student acquires three consecutive days of unexcused absences.
2. Parents/guardians will be contacted by the school when a student acquires five days of absences. A letter documenting the dates will follow.
3. Upon reaching 10 days of unexcused/excused absences, the student and parent/guardian will be notified verbally and in written form. A parent meeting and/or supporting documentation for the absences may be requested. A review of possible consequences may include failing grades and loss of credit.

Exempt Absences

- Long-term or chronic illness, an injury, or medical emergency.
- Placement outside of the home. IE Juvenile Justice Center, day treatment programs, and/or hospitalizations
- School related absences including field trips, activities, and exclusions.
- Funeral/Bereavement
- Court appearances

Parental Observation of Classrooms

All parent/guardian observations are subject to the prior approval of the building administrator. To protect the privacy rights and instructional needs of all students, observations shall be kept to a minimum.

Transportation

Transportation is provided by the MISD and is considered an extension of the school day. All school rules and policies apply while students ride the bus both before and after school. Based on our student population, students are not allowed to drive to school.

Transportation meetings may be held if a student has excessive problems on the bus. When a student is suspended from the bus, he/she is not suspended from school. Parents/guardians must arrange for transportation when a student

has a bus suspension.

Listed below are the MISD Transportation Department Bus Rules. Please review these rules with your student.

Observe the same behavioral expectations and school policies on the bus as established in the classroom.

- Keep hands and feet to yourself.
- No eating or drinking is permitted on school bus.
- No Smoking
- Stay in your assigned seat with your seatbelt fastened.

The Principal and Transportation Supervisor shall have the authority to assign discipline to students, subject to the student's due process rights (MISD Policy 561 1), and state and federal laws. The Transportation Supervisor shall consult with the Principal or the Director of Center Programs prior to the suspension of a student from a district vehicle. However, in an emergency situation involving a substantial risk of harm to the student or others, the Transportation Supervisor has the authority to suspend a student from transportation in a district vehicle.

Policies

Emergency Physical Restraint and Emergency Seclusion

Physical restraint/seclusion is intended for the purposes of emergency situations only in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention.

Emergency physical restraint/seclusion may not be used in place of less restrictive methods and shall be performed by staff trained in Crisis Prevention Institute's (CPI) non-violent physical crisis intervention. Emergency physical restraint/seclusion shall be performed in a manner that is safe and appropriate for the following situations:

- For self-defense or the defense of another
- To prevent a student from inflicting harm on themselves
- To stop a disturbance that threatens physical injury to another person
- To obtain possession of a weapon or other dangerous object upon or within the control of the student.

Student Lockers

Students are assigned an individual locker with an appropriate school issued lock. To prevent any loss, students must keep their lockers always locked and their combinations confidential. Students are responsible for items brought to school. Neil Reid/MISD is not responsible for articles lost or stolen from lockers or anywhere else in the building. Valuables should not be brought to school.

Search and Seizure

The principal or designee may conduct a noninvasive search of students or their property, with or without the student's consent, whenever there is reasonable suspicion that the search may discover evidence of a violation of the law or district rules. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted as promptly as possible. (MISD Policy 5771).

Health Services/Medication Procedures

If a student becomes ill within the school day, they will be directed to their homeroom teacher for further direction.

These procedures will be followed:

A staff member will accompany the student to the office. Use of the clinic will occur if the student is found to be too ill to go on to class. If the student is too ill to return to class, parents/guardians or another authorized person listed on the emergency card will be notified. A family pick up will be requested.

- Parents/Guardians will be notified immediately if a student sustains an injury.
- Any over-the-counter medication, i.e., Tylenol, cough drops, etc., and turned into the school office. Parents/guardians must also have their physician complete a non-prescription medication form, which is provided in the parent packet. Additional forms may be obtained from the school office.
- All prescription medication must be in its original, properly labeled prescription bottle and accompanied by a completed medication prescription form. All medication and forms must be turned into the school office.

- Students are not allowed to carry any medication during the school day.
- Please contact the school immediately if there is a change in the student's medication or medication dispensing schedule.
- Staff designated by the administrator will distribute medication to students.

Immunizations

Section 9208 and 9211 of the Public Health Code require that a parent in this state shall present to officials at the time of registration or no later than the first day of school or program enrollment, a certificate of immunization verifying that the child has been vaccinated against diphtheria, tetanus, pertussis, measles, mumps, rubella, polio hepatitis B, and varicella (chickenpox) in order to attend school. Laboratory proof of immunity is acceptable.

The School District will update you on a yearly basis as to any changes in requirement for immunizations. Children failing to meet the "REQUIRED IMMUNIZATIONS TO REMAIN IN SCHOOL" and are not in a dose waiting period will be excluded on set yearly dates.

Driving Policy

Per the Individualized Educational Plan for each student, MISD will transport students curb to curb daily. Students are NOT permitted to drive to/from Neil Reid High School.

Students not utilizing MISD Transportation **must be signed out** in the main office by someone listed on the emergency card or authorized by parent/legal guardian.

Technology

MISD Policy, 7540.03, Use of Internet and Other Electronic Communications by Students and Staff

The Internet and other electronic communications are a complex association of governmental, business and educational agencies working together to share resources and to exchange information with people throughout the world. The use of these technologies is a privilege provided to the District's students and staff to enhance and support learning, research and communications.

The intent of this policy is to comply with the acceptable use policy of the District's Internet Service Provider (ISP); the acceptable use policy of any other networks utilized; and to ensure that the Internet and other electronic communications are used safely and properly for educational and administrative purposes. Internet safety for minors includes the use of the Internet in a manner that promotes safe online activity, protects from cybercrimes, including crimes by online predators, and shields minors from material that is inappropriate.

Acceptable use includes:

- Be polite.
- Use appropriate language.
- Respect the privacy of others.
- Email, voice mail and other electronic communications are not private. The District has the legal right to access all electronic communications. Messages relating to or in support of illegal activities must be reported.
- Preserve the integrity of the network. Do not use the network in any way that would disrupt use by others. Do not destroy, modify, or abuse network hardware and/or software. Students and staff have the responsibility of reporting any misuse of the network.
- Respect the work product of other users.
- Respect the legal protection provided by the copyright and license to programs and data.
- Respect the integrity of computing systems; for example, users shall not intentionally develop and/or run programs that harass other users or infiltrate a computer or computing system (**including hacking**) and/or damage/alter the software components, a computer or computing system.
- Only software legally owned and authorized by the district may be put on district computers.
- Access appropriate materials: Do not use the system to access materials that are profane or obscene (pornography), that advocate illegal acts, or that advocate violence or discrimination towards other people (hate literature).
- Students must follow District rules for online safety. Computers used by students will utilize a system or

method that is designed to prevent a minor from viewing obscene matter, child pornography, sexually explicit material or other depictions which are harmful to minors.

- The use of the network by students and staff is limited to educational/professional business use only.

Failure to follow the Use of Internet and Other Electronic Communications Policy may result in disciplinary action. If necessary, the District will advise appropriate legal officials of any illegal violations.

Each student will be presented with a copy of the Use of Internet and Other Electronic Communications Policy, including the Acceptable Use of Computer/Internet Agreement that must be signed prior to use of District computers or other electronic communications. Parents and students must sign the agreement before a student's account is set up. This agreement must be signed with each school and at the start of a new school year.

USE OF INTERNET AND OTHER ELECTRONIC COMMUNICATIONS DISTRICT POLICY (7540.03) INCLUDES AN ACCEPTABLE USE AGREEMENT. A COPY OF THIS POLICY WILL BE REVIEWED BY ALL STUDENTS. EDUCATION, SUPERVISION AND MONITORING OF THIS POLICY WILL BE ONGOING.

MISD Student Computer/Internet Acceptable Use Policy				
I will follow the appropriate use of the computers / Internet and any form of electronic communication.				
I will follow the MISD policy 7540.03 regarding the <u>Use of the Internet and other Electronic Communications by Students and Staff</u>				
ALSO:				
<ul style="list-style-type: none"> • I will use the computer and all of it's components (keyboard, printer, mouse, monitor, disk drives, CD's disks, etc.) appropriately. • I will appropriately use the digital camera and/or digital camcorder. (Damage to any of the above will result in automatic loss of computer privileges for one month) • I agree that, if the above guidelines are not followed, the staff / school administration has the right and responsibility to rule on and discipline my actions appropriately. • Any user identified as a security risk or that has a history of problems with other computer systems, may be denied access to the computers, Internet, and network. 				
A copy of this contract (signed by student and parent) is on file in the school office.				

Possible consequences for not following the contract will include, but are not limited to:

	Amount of Time Off Computer	Parent Notified	Letter sent	Parent Signature before Privileges Reinstated
1st offense	1 week	X		
2nd offense	2 weeks	X	X	
3rd offense	rest of marking	X	X	X
4th offense	rest of semester	X	X	X

Cell Phones and Electronic Communication Devices Technology Usage Guidelines:

At Neil Reid students are allowed to utilize cell phones and/or electronic communication devices (ECD) in permitted zones as determined by school staff. Appropriate technology usage within different areas of the building will be determined by staff and explained using zone indicators. Students must comply with staff request to put ECD away or to shut it down. Student personal ECDs are not allowed while student is in attendance of In School Support. During this time a school computer may be utilized.

Recording still or video images are prohibited on school properties, at school related activities, or in school vehicles unless specifically authorized by a staff member. Administration may require students to delete photos or videos taken.

Zone indicators are described below:

Zone Indicators	
Red Zone:	No use of technology. Technology devices should be stored out of sight and are not permitted to be used for any reason.
Yellow Zone:	Technology use is allowed in a limited manner. Use will be limited to educational or therapeutic applications, as determined by staff.
Green Zone:	Technology is permitted for educational, therapeutic and recreational use.

Internet Connection

Neil E. Reid High School **will not** provide a wireless Internet connection for students to connect their devices to the Internet via the MISD network. The MISD Laptops are connected to the MISD Student Network before the laptop is assigned to the student.

Lost or Damaged Device

Neil E. Reid High School and Macomb Intermediate School District assume no responsibility for theft, loss, or damage of an electronic device brought to school. Students bring these devices to Neil Reid High School at their own risk.

Usage Violations

The misuse of electronic devices includes, but is not limited to:

- Use of any electronic device in a classroom or other area of NRHS not authorized by school personnel or deemed a Red Zone.
- Use of all technology on school premises must be used in accordance with the MISD Policy 7540.03.
- Listening to video or audio without headphones or earbuds; use of headphones or earbuds at a volume level where others can hear.
- Making or answering phone calls/texts during school hours.
- Picture taking, audio recording and video recording are strictly prohibited, unless approved by staff.
- Phones are not to be charged at school.

Consequences for Inappropriate Use of Electronic Devices

Violation of the appropriate use of electronic devices, as described above:

- May result in lunch detentions, In School Separation, Out of School Suspension, or personal technology restriction.
- Students may be required to turn the device over to the Principal and/or Administrator's Designee and/or the parent or guardian may be required to pick up the device from the Main Office at the end of the school day.

*** Additionally, if cell phone is not picked up by Parent/Guardian, it will be kept by administration for one-week from date of confiscation. Student will have the opportunity to reclaim the cell phone with the understanding it will not be brought back to school. At the parent/guardian direction, the cell phone will be mailed via U.S. Mail to place of residence.*

USE OF INTERNET AND OTHER ELECTRONIC COMMUNICATIONS DISTRICT POLICY (7540.03) INCLUDES AN ACCEPTABLE USE AGREEMENT. A COPY OF THIS POLICY WILL BE REVIEWED BY ALL STUDENTS. EDUCATION, SUPERVISION AND MONITORING OF THIS POLICY WILL BE ONGOING.

Disciplinary Procedures

The following procedures may be used when a student's behavior interferes with the learning environment:

- **In-School-Support.** Student is separated from class due to disruption to the learning environment; the student may complete academic work in an alternative learning environment with staff support.
- **Out-of-School Suspension.** Student is excluded from school for a one to ten-day period; student may complete work at no penalty. **An IEP will be held if a student accumulates a total of 10 Out-of-School Suspension days.
- **Restitution.** A student who unintentionally damages school or personal property will be given the opportunity to make restitution. Parents/guardians will be notified.

The school works closely with probation officers that are assigned to monitor those students involved with the court system.

Drug-Free Schools

The Board of Education, in compliance with Federal Drug-Free Schools and Communities Act Amendments, has adopted the following drug and alcohol-free policy:

The Board prohibits the unlawful manufacture, distribution, dispensing, possession, or use of any controlled substance, including alcohol, by any student on school premises or as part of any district-related activity or event.

Compliance with MISD policy 5530 is mandatory for all students.

Disciplinary action, up to and including expulsion and referral for criminal prosecution, shall be imposed on any student who violates the standards of conduct described in this policy. A disciplinary action may include the completion of an appropriate rehabilitation program.

Confidential substance abuse counseling and rehabilitation services/referrals are available to students through their local schools and the district's comprehensive health coordinator.

The use of illicit drugs and unlawful possession and use of alcohol is wrong and harmful. The Superintendent has established administrative guidelines to ensure compliance with the intent of this policy and to implement an age-appropriate, developmentally based drug and alcohol education and prevention program for students. The program addresses the legal, social, and health consequences of drug and alcohol use, and provides information about effective techniques for resisting peer pressure.

Smoking/Vaping of Tobacco Products

State law stipulates that any use of tobacco is prohibited on school property and on school buses. Violation of this Tobacco-Free Schools Law is a misdemeanor with a fine of \$50. The Principal and/or Administrator's Designee shall investigate complaints involving students and shall work cooperatively with the police department to assure compliance with state law.

Possession or use of tobacco products, including smokeless tobacco or paraphernalia, while on school premises, in a school-related vehicle, or at a school-sponsored activity or trip will result in the parent being contacted and other possible consequences.

Positive Behavior Intervention Support

Appropriate social skill will be taught, recognized, and reinforced throughout the student's school day. If student behavior is such that it interferes with the learning environment, depending on the nature of the infraction one or more disciplinary interventions may be utilized.

- Verbal redirection
- Restorative Practices
- Loss of privileges
- Alternative Learning Environment (ALE)
- In School Support (ISS)

- Out of School Suspension (OSS)
- Non-Violent Crisis Intervention
- Law Enforcement

Dress Code

Student dress or grooming practices shall not interfere with schoolwork, create disorder, or disrupt the education program.

Examples of inappropriate dress include, but are not limited to the following:

- sleeveless shirts, mini-skirts, midriff tops, halter tops, spandex shorts, cutoffs, or skimpy, revealing clothing
- clothing that depicts alcohol, tobacco, drugs, gang emblems, violence, profanity, or sexual messages
- hats, head coverings except for religious or medical reasons with appropriate documentation
- jewelry and accessories that may be deemed dangerous are prohibited
- pajama bottoms and slippers are not permitted **unless part of an approved class or school activity**

Guidelines for appropriate dress:

- appropriate and safe footwear must always be worn
- when shorts or skirts are worn, the length must be as beyond the open hand of the students while standing or be at least mid-thigh length

Guidelines for backpacks and outerwear:

- Backpacks/messenger bags/totes are to be left in student lockers
- Outer/winter garments are to be left in student lockers

Illegal Use and/or Possession and Distribution of Controlled Substances

The Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire community.

- For purposes of this policy, ‘drugs’ shall mean:
- All controlled substances as designated and prohibited by Michigan statute.
- All chemicals which release toxic vapors; inhalants.
- Use of alcohol beverages or illegal drugs on school premises, in a school-related vehicle, or at a school sponsored activity or trip.
- Being under the influence of alcohol or illegal drugs on school premises in a school- related vehicle, or at a school-sponsored activity or trip.
- Willful misuse of medication or abuse of other substances, including over-the-counter treatments or products (e.g., inhaling glue or aerosol contents), that results in or could result in intoxicating effects on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.

Use of Detection Devices Regarding Alcohol

Determining if a student has used alcohol can be difficult without objective criteria short of administering a urine and/or blood test. In those cases, the MISD authorizes the use of an alcohol detection device, (breathalyzer) under the direction of an administrator or their designee.

Weapons/Dangerous Materials

Federal and State Laws and MISD Policy 8472 prohibits possession, concealment, distribution, sale, and/or use of a weapon/ dangerous material on school property including, but not limited to: a firearm, dagger, dirk, finger armor, stiletto, knife with a blade over three (3) inches in length, a pocketknife opened by a mechanical device, iron bar, razor blades, brass knuckles, and any other object of similar nature. For purposes of this section, a firearm is defined to include a device (including a starter gun) which will or is designed to or may be readily converted to expel a projectile by action of an explosive; or incendiary, or poison gas, a bomb, a grenade, a rocket having a propellant charge of more than four (4) ounces, a missile or mine having an explosive or incendiary charge of more than one-quarter ounce.

Guidelines for Disciplinary Procedures

Weapons/Dangerous Materials

Students may be expelled from the school district unless the student can prove in a clear and convincing manner at least one of the following:

- The object of instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
- The weapon was not knowingly possessed by the student.
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
- The weapon was possessed by the student at the suggestion, request, or direction or, or with the express permission of police or school authorities.

Law enforcement authorities along with the appropriate county department of social services or county community mental health agency will be notified of misconduct.

Destruction of Property

- Negligent, but not intentional, damage of property.
- Deliberate or intentional damage of property (i.e., vandalism).

Restitution and warning up through a temporary separation. If damage exceeds \$100, the local police must be notified. If damage is under \$100, the police may be notified as deemed appropriate by principal/principal designee.

Arson

Deliberately burning or attempting to burn any property, whether owned by the school or others, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.

Disciplinary action may result in permanent expulsion from the District. The police must be notified.

Bomb Threat

Threatening to set off an explosive device or other dangerous device on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.

- Making a threat of danger that causes an evacuation of a building or an event.

Discipline may include separation up through expulsion. The local police must be called.

Fighting

- The act of engaging in hostile physical contact with another individual while on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.
- The act of inciting or prompting others to fight. Planning or pre-arranging for a fight to occur at any location.
- Gang fighting: 3 or more individuals fighting.

Disciplinary actions may include but are not limited to temporary separation up to a 10-day suspension. Local police may be notified as appropriate.

Insubordination

- Failing to carry out a reasonable request by school personnel.
- Defiance toward school personnel*.
- Failing to complete an assigned disciplinary action.

*School personnel: adult with supervisory responsibility.

Discipline may include but not be limited to a warning through suspension.

Prohibition of Bullying Behavior

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying behavior regardless of the subject matter or motivation for such impermissible behavior. Bullying of a student is strictly prohibited. This prohibition includes written, verbal, physical, and emotional/psychological abuse, which cause or threaten to cause bodily harm, reasonable fear for personal safety or substantial emotional distress. This policy applies to all “at school” activities in the District as defined by MISD policy, 5517.01

While not all conflict is bullying, if a student or other individual believes there has been bullying behavior, regardless of whether it fits a particular definition, he or she should report it immediately and allow the administration to determine the appropriate course of action.

“Bullying” is defined as any written or physical act (including electronic communications; i.e., internet, telephone or cell phone, or wireless hand-held device) that, without regard to its subject matter or motivation animus, is intended or that a reasonable person would know if likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. Substantially interfering with education opportunities, benefits, or programs of one (1) or more students;
- B. Adversely affecting the ability of a student to participate in or benefit from the school district’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. Having an actual and substantial detrimental effect on a student’s physical or mental health; and/or
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Any student who believes he or she has been or is the victim of bullying and/or retaliation should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or school staff member who will be responsible for notifying the appropriate administrator. Complaints against the building Principal should be filed with the Superintendent.

Complaints of bullying behavior and retaliation shall be promptly investigated with notification to parent / legal guardians.

Anyone found to have participated in bullying behavior shall be subject to discipline up to and including discharge or expulsion. The Prohibition of Bullying Behavior policy shall be reviewed with all students. Education, supervision and monitoring of this policy will be ongoing.

Prohibition of Discrimination

No person on the basis of race, color, national origin, sex, age, religion or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the MISD is responsible.

Harassment on the basis of race, color, national origin, sex, age, religion, disability and retaliation are also forms of discrimination prohibited by the MISD and Title VI, Title VII, Title IX, The American with Disabilities Act (Title II), Section 504 of the Rehabilitation Act of 1973 and Michigan law (Civil Rights Laws).

Any student who believes he or she has been or is the victim of discrimination, harassment and/or retaliation should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or school staff member who will be responsible for notifying the appropriate administrator. Complaints against the building Principal should be filed with the Superintendent.

Complaints, inquiries and/or comments regarding compliance with Civil Rights Laws may also be directly submitted to: Assistant Superintendent of Human Resources/Legal Affairs, Macomb Intermediate School District, 44001 Garfield Road, Clinton Township, MI 48038-1100, (586) 228-3309; Complaints of discrimination, harassment and retaliation

shall be promptly investigated with notification to parents / legal guardians.

Anyone found to have participated in prohibited conduct shall be subject to discipline up to and including discharge or expulsion. Anti-discrimination policies shall be reviewed with all students. Education, supervision and monitoring of these policies will be ongoing.

Information on Civil Rights Compliance Procedures can be found at <http://www.misd.net/legal/files/Document2.pdf> .

RACIAL DISCRIMINATION AND HARASSMENT

The District is committed to having a school environment free from discrimination and harassment on the basis of race, color and national origin. Harassment of a student, staff member, or school visitor is contrary to the District's pledge to provide a physically and psychologically safe environment in which to work and learn. The District prohibits race, color and national origin discrimination and harassment in the work and school environment, including the school bus or other school-related vehicle, all academic, extracurricular and school sponsored activities or events whether or not held on school premises. Retaliation and making false accusations and statements in connection with the reporting or investigation of racial discrimination and harassment is also prohibited by this policy.

Racial Harassment Defined

Racial harassment is a form of racial discrimination and is a physical, oral, or written act which is based on a person's race, ethnic background, nationality, language or cultural background and is unwanted and offensive/ humiliating to the person.

Racial harassment may also have the effect of creating a hostile environment if such harassing conduct is sufficiently severe, persistent or pervasive as to interfere or limit the ability of an individual to participate in the educational or employment environment.

Examples of racial harassment include, but are not limited to:

Physical: Intimidating gestures, physical violence, assault or threats of injury because of a person's race or ethnicity.

Oral: Derogatory remarks about a person's skin color or appearance based on race, ethnic background, nationality, language or cultural background; unwelcome remarks about a person's cultural observances, racist jokes and comments.

Written or graphic material: Including graffiti, defacing notices or posters, cartoons, caricatures, written threats and derogatory statements of a racial nature.

The examples of racial harassing conduct apply to any complainant, including staff-to-student and peer-to peer incidents. Racial harassment may also have the purpose or effect of subjecting a student to disciplinary action and/or academic penalty.

Reporting / Investigation Procedures

The District will investigate formal and informal reports/complaints of harassment. Any student (or parent/guardian of a student), staff member or other individual experiencing conduct which he or she believes to be discrimination or harassment should follow these procedures:

Informal Adjustment

Any complainant who alleges racial harassment can initially request that the matter be addressed under this provision regarding Informal Adjustment. Allegations of racial harassment should be brought to the attention of the Principal, Assistant Superintendent of Special Education & Student Services, or the Civil Rights Coordinator (**Please see contact information below**) or his/her designee who shall investigate and attempt to resolve the matter informally within fifteen work days after receiving complaint.

If the complaint against an individual is resolved informally to the satisfaction of the complainant, then the written documentation shall briefly describe the incident with resolution only, to be filed with the office of the Civil Rights Coordinator. The informal adjustment procedure can only be designated on one occasion when the allegation involves the same complainant and alleged perpetrator.

The complainant is not required to participate in the Informal Adjustment process. Informal Adjustment as described in this Policy is purely voluntary on the part of the complainant, and may be terminated at any time, at which time the District will move to its Formal Procedures.

Formal Procedures

The person filing the report of harassment may go to the Principal or in the case of a student, to his/her teacher or the Assistant Superintendent of Special Education & Student Services; or the person may directly file the report with the Civil Rights Coordinator:

Assistant Superintendent Human Resources/Legal Affairs
44001 Garfield Road
Clinton Township, MI 48038-1100 (586) 228-3309 Additional contacts:

Justin Michalak
Assistant Superintendent Special Education & Student Services
44001 Garfield Road
Clinton Township, MI 48038-1100 (586) 228-3510
jmichalak@misd.net

Michael Croy
Principal Neil Reid High School
37701 Harper
Clinton Township, MI 48036-3087 (586) 469-1590
mcroy@misd.net

Step 1 Students are encouraged to immediately report incidents of racial harassment. Any staff member who receives a report, verbally or in writing, from a student regarding racial/harassment of that student by another student, staff, or school visitor, shall notify the Principal or the Civil Rights Coordinator within 48 hours (or a reasonable extension of time thereafter for good cause). Staff shall report any incident of alleged harassment of any form, whether such incident is actually witnessed by the staff member or reported. Administrative staff receiving reports of harassment will promptly notify the Civil Rights Coordinator.

Step 2 Verbal reports of racial harassment will be put in writing by the individual complaining or by the person who receives the complaint and should be signed by the person complaining. The District shall proceed to investigate reports of discrimination, regardless of whether or not the complainant chooses to sign a written statement.

Step 3 No one shall be required to report an allegation of harassment to the individual who is the harasser. For example; if the complaint involves the student's teacher or the Principal, then the student may go to an administrator at the next level of supervision and/or the Civil Rights Coordinator

Step 4 The District will promptly and thoroughly investigate racial harassment complaints. Each complaint of racial harassment shall be investigated in a way that respects the privacy of all parties concerned to the extent permitted by law and to the extent practical and appropriate under the circumstances.

Step 5 Upon receipt of an allegation of racial harassment, the Civil Rights Coordinator will designate an investigator who should initiate an investigation into the complaint within 48 hours. The investigator shall conduct a reliable, sufficient and impartial investigation including review of policy and

procedure, and as appropriate, interviewing complainant and witnesses as well as the examination of physical evidence, including written documentation related to a report of discrimination. The investigator will communicate his/her findings in writing to the Civil Rights Coordinator, complainant and the alleged harasser as expeditiously as possible.

Step 6 The District will use a preponderance of evidence standard (i.e., more likely than not based on the evidence) in determining whether or not racial harassment has occurred, however facts may be indeterminate. If so, the matter will be recorded as unresolved and the record of the investigation will be maintained by the District separate and apart from the student's file. The filing of a complaint or reporting racial harassment will not reflect upon the individual's status nor will it affect future employment, grades or work assignments.

Step 7 District administrators will take immediate action to stop discriminatory behavior upon determining that racial harassment has occurred in district buildings, settings or activities and may provide individual or group counseling, training and/or other interventions to restore a nondiscriminatory environment.

Racial Harassment Consequences

Any student who engages in the racial harassment of another student or adult in the school setting may be subject to corrective or disciplinary action, including but not limited to meeting with school social worker, training, modeling (rehearsal of positive social interaction), referral to community resources; and suspension/expulsion consistent with Special Education laws and regulations.

Any staff member who permits or engages in the racial harassment of a student or another adult shall be subject to disciplinary action up to and including dismissal. Further, any staff member who receives a report of harassment or witnessed harassment of a student, in any form, and who does not act promptly to forward the report to the Principal and/or the Civil Rights Coordinator shall be subject to disciplinary action. Remedial action such as individual or group counseling and/ or other interventions may also be provided.

Retaliation Prohibited

The District prohibits retaliation against any individual who has brought a report/complaint charging racial harassment, opposed racial harassment and/or participated in the reporting or investigation process. Any charge of retaliatory behavior received by the District will be investigated according to the reporting procedure/investigation process established for racial harassment. Further, any individual found to have engaged in such retaliatory behavior will be subject to disciplinary action consistent with racial harassment violations.

BUILDING PROCEDURES

Visitors

Visitors should enter through the North Entrance, main doors. For the safety of our students, we must know who is always in the building. Further we need to ensure that classroom instruction is not disrupted. All visitors must sign in at the school office upon entering the building and sign out when they leave. All visitors will be based to wear a name badge while visiting. All other exterior doors are locked during the day. Visitors will be directed to their appropriate place of business. For any questions, please contact your building administration. Board Policy available upon request.

Former Neil Reid students are required to set up an appointment to visit. They are not allowed to visit during the school day when students are in attendance.

Fire Drill

Each year schools are required by state law to conduct periodic practice fire drills. A loud, continuous bell will ring alerting staff and students to evacuate the building using the closest exit. After a short period, a bell will ring to signal students to return to classes. Fire drill directions and appropriate exit routes are clearly posted in each classroom.

Tornados/Severe Weather

Each year Neil Reid High School will conduct periodic practice drills for the purpose of taking cover in severe weather. Staff will lead students to safe areas designated in each part of the building. A bell will ring three times to signify an all clear sign. Tornado/severe weather procedures and directions are posted in each classroom.

Crisis/Lock-Down Drills

Each year, schools are required by law to conduct (2) practice crisis/lock down drills. A public address will be made in the event of an intruder or crisis in the building. Students are to remain in assigned rooms and move with class to a position not visible from the hallway with locked classroom door; lights off and to keep quiet waiting further directions.

Emergency Procedures

Any emergency condition occurring during the school day will be handled by following established procedures. If additional information is available, it will be given over the public address system. Emergency conditions occurring when school is not in session, and which affect school opening/closing, will be announced over local radio and TV stations. WJR 760 AM is one of the radio stations that will broadcast the announcement of a school closing. The MISD website (www.misd.net) may also be checked.

CURRICULUM GUIDE

GENERAL INFORMATION

Graduation Requirements

Graduation requirements for students enrolled at Neil Reid High School are determined by the student's home school district. School districts establish their requirements through their local school board.

The first IEP (Individualized Educational Planning) team meeting reviews the grades and credits a student has earned prior to entering Neil Reid. The team reviews a student's course history and transcript. An educational/academic plan is then established. After successfully passing all required courses, students receive their diploma from their local school district.

Course Credit/Grades and Grade Point Averaging System

Course credit is determined based on the chart below:

Credit	Length of Time	Length of Course	
		# Of semesters	# Of marking periods
0.25 (1/4)	10 weeks	½ semester	1
0.50 (1/2)	20 weeks	1 semester	2
0.75 (3/4)	30 weeks	1 ½	3
1.00 (1)	40 weeks	2 semesters	4

Grades reflect a student's level of understanding in material presented. Participation in classroom discussions, assignments and finished projects are some of the factors that contribute to a student's grade. Excessive unexcused absences, however, have an adverse effect on learning in any classroom. For further information, please refer to the attendance policy in the General Information section of the Student/Parent Handbook, found elsewhere in this doc.

Letter Grade	Percentage	Point Scale
A	100-93	12
A-	92-90	11
B+	89-87	10

B	86-83	9
B-	82-80	8
C+	79-77	7
C	76-73	6
C-	72-70	5
D+	69-67	4
D	66-63	3
D-	60-62	2
E	59-1	1
No Credit	0	0

Missing/Late Work

Students will be given an opportunity to complete missing assignments during each quarter. Students will be provided a one-week grace period to turn in an assignment. During this time, full credit can still be earned.

Partial credit will be earned if the assignment is turned in after the one-week grace period. The following chart explains the limits for partial credit on an assignment. Late work will only be accepted through the last day of each quarter.

1 week late	grace period, full credit earned
2 weeks late	80% credit earned
3 weeks late	60% credit earned
4 weeks late	40% credit earned
5 weeks late	20% credit earned
6 weeks late	No credit on assignment

Incomplete Grades

Students are allowed two weeks after each marking period to complete coursework. After the two-week period the 'I' will become an 'F' if all work is not completed. Exceptions to the two-week rule must be approved by the school administrator.

Summer School

Summer school opportunities are available in the local school district. If interested, contact your local high school or Neil Reid for more information.

COURSE DESCRIPTIONS

ENGLISH

English 9, 10, 11, 12

.5 credit per semester

4 credits required

Students are taught grammatical concepts and writing techniques, providing them with skill training in vocabulary, sentences, and meaning. This course emphasizes writing and reading skills through a study of short stories, essays, and poetry.

General English

.5 credit per semester

The General English course focuses on accuracy and fluency with an integrated skills and strategy- based direct instruction curriculum that aims at improving the four language skills – listening, speaking, reading, and writing. The

course also focuses on improving pronunciation and increasing vocabulary.

Creative Writing *

.5 credit per semester

This class is designed for students interested in the craft of creative writing. Students will be challenged to improve their overall writing skills by creating a portfolio of written work including both fictional and non-fictional writing. Students will have opportunities to explore many styles of writing and then demonstrate their ability to create their own pieces of written work. Focus of writing lessons may include: fiction genres, poetry, short stories, drama, journalism, reflective writing, and informational writing. Writing with technology will also be explored.

Film Literature *

.5 credit per semester

The Film Literature curriculum at Neil Reid High School is designed to increase students' aesthetic awareness in film. The class studies the relationship between literature and film to identify aspects of visual literacy. Primarily organized around discussions and assignments that will focus on recognizing the relationship between storytelling in print and on-screen including symbolism, characterization, plot, central themes. Students will discover the similarities and differences and communicate their knowledge, interpretations, and analysis through written and oral assignments.

Graphic Novel*

.5 credit per semester

This course explores the graphic novel as a literary medium which joins text and images. Through genre study, students will consider graphic novels as literature, analyze formal structure and techniques related to the medium, and research the history and growth of the popular culture phenomenon called comics. Students will be exposed to a variety of multicultural graphic texts exploring themes of identity, ethnicity, heroism, history, and religion. A variety of traditional and technology-enriched classroom activities will be used to help students develop critical reading and composition skills including journal writing, critical analysis essays, projects, and creative writing practice with a focus on honing basic grammar skills and development of style. In addition, students will come to a deeper appreciation of the medium by constructing a variety of graphic narratives both independently and collaboratively.

Reading

.5 credit per semester

This course offers students the chance to read a variety of fiction and non-fiction literature. Both short stories and novels will be used to help students understand text structures, point of view, and character development. Students will improve comprehension skills through a variety of reading activities. Course objectives include the continuing development of written and oral communication skills. Students are expected to participate in discussions and construct projects that assess reading comprehension.

Workplace Communication*

.5 credit per semester

Workplace Communication is designed to support students by improving communication skills for success in school, work, and life. This class will guide students as they prepare to transition into the world of employment. Students will have the opportunity to explore relationships, body language, listening skills, assertiveness, speaking in front of others, conflict resolution, and the different responsibilities one has in life. This course will expose students to informational text, vocabulary and the writing needs for employability.

Communication 101*

.5 credit per semester

Communication class will focus on studying multiple forms of communication as well as providing practice of these skills. Students will delve into how communication has changed throughout history and the science behind today's modern technological forms of communication. Students will have the opportunity to practice collaborative communication skills, job interviewing, public speaking, as well as community-based field trips to allow for experiences to access basic and essential every day resources.

Journalism*

.5 credit per semester

Students will develop an understanding of the fundamentals of journalism and newspaper writing and students will

apply their knowledge of the genre to the creation of a school newspaper.

MATH

Algebra I

.5 credit per semester

1 credit required

The course is intended for students who have successfully completed Pre-Algebra or demonstrated readiness. The major focus is on basic algebraic concepts. Students learn using a function-based approach, including problem solving and application. Students will enhance their knowledge in Quantitative Literacy and Logic, Algebra and Functions, Geometry and Trigonometry, and Statistics and Probability. This course will focus on the High School Content Expectations mandated by the State of Michigan and the Michigan Merit Curriculum.

Algebra II

.5 credit per semester

1 credit required
prerequisite: Algebra I

This course is intended for students who have successfully completed Algebra I. Students learn using a function-based approach, including problem solving and application. Students will enhance their knowledge in Quantitative Literacy and Logic, Algebra and Functions, Geometry and Trigonometry, and Statistics and Probability. This course will focus on the High School Content Expectations mandated by the State of Michigan and the Michigan Merit Curriculum.

Geometry

.5 credit per semester

1 credit required

Geometry encompasses General Math, Pre-Algebra, and Algebra skills. This class can be taken after completion of Algebra I. Geometry requires higher level thinking. Properties of shapes, relationships, reasoning, constructions, conjectures, transformations, formulas, trigonometry, and proofs are covered. This course will focus on the content expectations mandated by the State of Michigan.

Personal Finance Math *

.5 credit per semester

Personal Finance Math is a course designed to help prepare students for some of the different financial situations that they will encounter as the transition into adult life. Personal Finance Math will allow students to practice and apply math skills to various real world situations including banking and calculating interest percentages, setting, and calculating a workable budget, purchasing and financing a car and/or a house, working with and understanding credit cards, setting financial goals, etc. Each situation requires different math skills with specific applications.

Nutrition and Culinary Exploration *

.5 credit per semester

This is a course which explores the arts of cooking and baking techniques along with the mathematical applications in the kitchen. The class involves a study of food safety, care of equipment, food identification, nutrition, sales, and management of time. The skill of planning, preparing, serving, and selecting food is learned through actual experience in class. Also, students will analyze meal patterns, their own eating habits, and fast-food items for good nutrition and good health.

Nutrition and Culinary Arts*

.5 credit per semester

prerequisite: Nutrition and Culinary Exploration

This is a course is a detailed class on cooking and baking techniques along with the mathematical applications in the kitchen. The class moves from the introduction of food safety, care of equipment, food identification, nutrition, sales, and management of time offered in Nutrition and Culinary Exploration to the more intricate parts of the culinary world. The skill of planning, preparing, serving, and selecting food is learned through actual experience in class. Also, students will analyze meal patterns, their own eating habits, and fast-food items for good nutrition and good health.

Nutrition and Culinary Arts 2*

.5 credit per semester

prerequisite: Nutrition and Culinary Arts

This class is offered to students who are at least 16 years old. The class will focus on all the key concepts of working in

a kitchen including foodborne illness, proper temperature, and safety. At the end of the semester students will have the opportunity to take the ServSafe exam with the possibility of earning their ServSafe Manager certificate.

Independent Living

.5 credit per semester

This course will equip students with the skills and knowledge necessary to live independently and effectively contribute to society. This will include homecare, cooking, communication, finances, transportation, hygiene, and more. As students prepare to graduate and enter the workforce it is necessary that they are equipped with the skills necessary to function effectively on their own and in society.

SCIENCE

Biology

.5 credit per semester

1 credit required

This course is aligned with the State High School Content Expectations in Biology. Units presented will cover scientific methods of inquiry, evolution, cellular functions, genetics, structure of living things and ecological systems.

Chemistry

.5 credit per semester

This basic level class addresses the State High School Content Expectations in Chemistry in an inquiry-based format. The concepts, laws, and theories that explain the properties and behavior of elements and compounds during chemical reactions will be discussed.

Integrated Science *

.5 credit per semester

Integrated Science is a class specifically designated for juniors and seniors. It consists of units of earth, physical and life sciences. The class follows the High School Content Expectations. Students are tested by methods consistent with Michigan's High School Science Proficiency Test. This class emphasizes scientific method, research techniques, experimentation, and data interpretation.

Horticulture Science*

.5 credit per semester

This course is a hands-on class that let students explore their world through meaningful horticultural science activities. The class will focus on health and nutrition from the garden, germination, plant growth and development, along with the planning and upkeep of a school garden. The process will include understanding fundamental concepts integral to all aspects of production and management such as climate, soil, culture, pest management, harvesting, marketing, sales and distribution.

Physics

.5 credit per semester

This course will cover the State High School Content Expectations in physics. The units will be presented in an inquiry based approach and cover such topics as matter and energy, waves and motion and simple machines.

Real World Physics

.5 credit per semester

This course is designed to introduce students to basic mechanical and engineering concepts while using an inquiry based approach to hands on experiments and exploration. Students will also explore the relationship that physics and many of the modern technologies they use daily. Throughout this course, students will be given the opportunity to work on bicycles as well as design and engineer different devices to solve scientific questions.

Forensic Science *

.5 credit per semester

This class is an inquiry-based science class that will focus on criminal forensics. Students will gain an understanding of the role of science in solving a case through a sequence of lab-based activities. Activities will include DNA evidence,

fingerprinting, hair fibers, chromatography, and handwriting analysis along with Crime Scene Investigations daily challenges.

Forensic Science II *

.5 credit per semester

Prerequisite Forensic Science

This is a continuation of Forensic Science with the focus on case studies. Students will continue to gain an understanding of the role of science in solving a several cases through a sequence of lab-based activities. Activities will include DNA evidence, fingerprinting, hair fibers, chromatography, and handwriting analysis along with Crime Scene Investigations daily challenges.

SOCIAL STUDIES

Economics

.5 credit per semester

.5 credit required

This class focuses on the U.S. economic system and the freedom that supports it. This economics class studies those operations that make U.S. systems successful. Students are introduced to economic cycles, comparative economic systems, the stock market, and the role of U.S. economics in the world.

Economics/Marketing

.5 credit per semester

This class will satisfy Economics credit.

Students will learn the needed analytical, technical and communication skills for success in the evolving business world. They will also explore comparative economic systems, the role of U.S. economics in business along with the key concepts, of marketing and business, through case studies, business simulations, and other individual and team activities and projects. This course will improve students' understanding of economics by focusing on Michigan Merit Curriculum Economics Standards.

United States Government

.5 credit per semester

.5 credit required

U.S. Government focuses on the principles of democracy and examines the purpose of government and the basic values, principles, and ideals of American democracy. Students become familiar with the structure, purpose, and branches of federal, state and local governments.

United States History (1865-present)

.5 credit per semester

1 credit required

This class is aligned with the American History portion of the Macomb County Core Curriculum in high school social studies and follows the State High School Content Expectations. The class uses a multi-sensory approach, with a strong emphasis on reading comprehension and written language. Students also develop research skills with the help of classroom technology support.

World History

.5 credit per semester

1 credit required

This course provides a vehicle to explore various belief systems, historical events, geographic regions, societies, and civilizations. Through specific concepts and skills acquired, students will learn to become global citizens, forming a fundamental understanding of world history and how history connects them with the rest of the world.

Current Events*

.5 credit per semester

The goal of this course is to help students prepare to participate in our democratic society. Current Events is a course that lets students explore the local, state and world events that surround them. Students will connect with both national and international issues to see how their lives are directly and indirectly affected by these events. They will explore these topics by using social media, news outlets, class discussions and debates. The students will learn how to use a rational thought process to discuss fact based opinions.

Elements for Daily Living*

.5 credit per semester

This course will focus on experiences students must gain for adult success. The topics will focus on to general overview. The first will be adult living: managing everyday household tasks managing money and consumer spending, getting ahead at work, and health and safety. The second topic focuses on social emotional skills of maintaining good interpersonal skills, achieving independence, engaging in leisure activities, and getting around the community.

Life Skills*

.5 credit per semester

Life skills is designed to promote independent living to better prepare students for their post- secondary lives. Students will enhance their interpersonal relations, as well as conflict resolution skills. Students will be encouraged to become problem solvers; to create better situations for themselves and their community. Some topics may include but not be limited to: transition planning, social skills, hygiene, organizational skills, community resources, independent living, leisure and recreational skills, and vocational studies.

Psychology *

.5 credit per semester

Psychology teaches a scientific approach to understanding human behavior. Students examine the basic motivations of human beings as they begin to attempt to gain insight into their own-and others' personalities. Units include: the history of psychology as a science, personality theory, psychological testing, psychopathology, and methods of behavior change.

FOREIGN LANGUAGE

Spanish I

.5 credit per semester

This class provides students with working practical knowledge of Spanish language and Latin culture. Students move from basic pronunciation and vocabulary to speaking, reading, and writing in practical contexts such as traveling, shopping, banking, and eating out. Students will also explore Latin history in Europe and South America, as well as culture in the areas of music, movies, literature, sports, and recreation.

Spanish II

.5 credit per semester

prerequisite: Spanish I

This class provides students with the opportunity to work on sentence construction and speaking in practical contexts such as: eating at a restaurant, traveling, banking, and renting a hotel room. Students will view movies and discuss differences in customs and how they affect interactions with Spanish speaking persons. Students will also learn how to prepare for a trip to a Spanish speaking country starting from making airline reservations and moving to exchanging money and planning an itinerary.

American Sign Language

.5 credit per semester

ASL, American Sign Language is a way of communicating forming signs with your hands. This interactive web-based program allows students to learn over 200 ASL Signs including greetings and departing, expressing one's feelings, talking about ASL and going to a restaurant and other places.

American Sign Language II

.5 credit per semester

prerequisite American Sign Language

ASL, American Sign Language is a way of communicating forming signs with your hands. This interactive web-based program allows students learn over 200 new ASL signs including common phrases used to talk about family and friends, and terminology popular in the deaf community.

COMPUTER STUDIES

Online Computer Requirement

Career Cruising is an online career development course for students helping them take charge of their own career path while meeting the state requirement for online learning. Career cruising provides exposure to ongoing career planning,

and it also assists the students in developing an ongoing Educational Development Plan.

Computer Yearbook *

.5 credit per semester

This class provides students with an opportunity to produce the high school yearbook. Learning experiences include interviewing staff and students, photographing school events and classes, and designing layouts using pictures and other graphics. Students acquire creative writing and computer skills.

Computers *

.5 credit per semester

Students learn basic keyboarding and computer skills such as: word processing, spreadsheets, and database. They practice these skills by creating reports, telephone and address books, and charts from spreadsheets.

Internet Fundamentals*

.5 credit per semester

This class will take a journey on the World Wide Web by allowing students to explore, evaluate and located interesting sites. Students will learn to navigate sites along with exploration of video-based tasks that are offered on the Web. Students will hone their skills on both the educational and entertaining aspects of the World Wide Web.

Applied Video Technology I*

.5 credit per semester

Students will have the opportunity to develop their computer skills related to writing, filming, and editing short films. Students will acquire basic knowledge of how to use I-pad and Windows applications to: story board films, use digital camera to create stop-frame animation films, and learn video editing software like I-movie and Pro Tools on Mac and Windows machines. The class will work towards producing short Public Service Announcements and school news reports using live action, animation, and stop-frame animation.

Applied Video Technology II*

.5 credit per semester

Students will expand their knowledge computer skills related to writing, filming, and editing short films. Students will acquire higher-level knowledge of I-pad and Windows applications to: story board films, use digital camera to create stop-frame animation films, and learn video editing software like I-movie and Pro Tools on Mac and Windows machines. The class will work towards producing short Public Service Announcements and school news reports using live action, animation, and stop-frame animation.

INDUSTRIAL, APPLIED AND PERFORMING ARTS

Applied Technology *

.5 credit per semester

This course is designed to give the student an opportunity to explore various technologies used in real world applications. The theme of the class is to develop critical thinking skills through problem solving hands-on activities. Students will develop basic skills in the use of hand tools and limited power equipment through activities involving electricity, electronics, and small engine repair. Safety is stressed in the school as well as at home and in the workplace.

Art and Design*

.5 credit per semester

This course is an introduction to the basic drawing concepts and techniques used in drawing. This class will focus on observational drawing strategies, value application and perspective drawing concepts.

Art Foundations*

.5 credit per semester

Art foundations is an introductory course in which students explore art and variety of artmaking process. Students also learn about concepts/big ideas that make connections between art and life through the disciplines of composition, aesthetics, art criticism, art history, art production and art therapy. Students gain practical experience using a variety of art media, such as drawing, painting, printmaking, sculpture, and mixed media. Students develop visual literacy and

twenty-first century skills through written, visual, and verbal expressions.

Auto Detailing*

1.5 credit per semester

Neil Reid Auto Detailing provides students with the opportunity to learn about and become certified in Valvoline's Auto Brite Auto Care System©. Through proper demonstrations of product competency dictated by criteria from Valvoline, students will have the opportunity to receive official certification in Auto Brite© systems. This certification is a valuable post-secondary

Vocational asset as it enhances employability greatly. Student's will also learn about managing product inventory, customer relations, scheduling, and profit monitoring.

Auto Detailing II *

1.5 credit per semester

This advanced course is focusing on the leadership qualities that are needed for students manage the auto detailing class. Students will learn about managing product inventory, customer relations, scheduling, and profit monitoring. After completing this course successful students will become certified in Valvoline's Auto Brite Auto Care System©.

Photography*

.5 credit per semester

This course introduces students to photography by teaching them the basics of photography, including camera functions and photo composition. Problem solving skills will also be used when students learn to examine images through a critical eye. With a variety of assigned projects, students will engage their creativity by photographing a range of subjects and begin to see the world through the lens of their cameras.

Screen Printing*

.5 credit per semester

This course will provide a comprehensive study of screen-printing operations at several levels to include: hand-cut film, photo silk screen, single-color production on fabric, and multi-color production on fabric. Students will learn methods and use equipment found in this interesting and challenging part of the graphic arts industry. Images will be created using both basic and advanced computer programs. Students will also learn screen printing procedures and care of equipment as used in manufacturing.

Wood Shop *

.5 credit per semester

This course is designed to introduce the student to basic woodworking concepts and product design. Students will be encouraged to become familiar with hand tools, different species of wood and their application, wood joinery and stationary power equipment. Students are required to pass safety tests and complete a required project. The goal is to allow the student to explore woodworking and develop an appreciation of good craftsmanship, orderly procedures, safe work habits, pride in individual work, integrity, proper work ethic, develop an understanding of proper and safe use of tools and wood machinery in a workmanlike manner. Safety is stressed in the school, as well as at home, and in the workplace.

Advanced Wood Shop *

.5 credit per semester

This course is designed for students to receive additional knowledge in woodworking concepts and product design. Students will work with hand and power tools, different species of wood and their application, wood joinery and stationary power equipment. Students can explore projects of their own interest that is compatible to their abilities. The students will continue with their goals of fostering their woodworking skills and increasing their appreciation of good craftsmanship, orderly procedures, safe work habits, pride in individual work, integrity, proper work ethic, developing an understanding of proper and safe use of tools and wood machinery in a workmanlike manner.

Wood Shop: Crafts *

.5 credit per semester

This course is designed for students to receive the basic knowledge of woodworking but focus their projects that are based on crafts. Examples of this are: birdhouses, signs, and sculpture. Students will work with hand tools, different

species of wood and their application, wood joinery and stationary power equipment. The goal is to allow the student to develop their woodworking skills and boost their understanding of good craftsmanship, safe work habits, and pride in individual work. Safety is stressed in the school, as well as at home, and in the workplace.

Music I, II, III, IV *

.5 credit per semester

Music class teaches students many aspects of playing in a group. They learn discipline while developing skills in voice and/or on musical instruments. Students also learn social skills in a performance group where behavior and cooperation are necessary for success. In addition, they learn about different musical styles and expand their musical interests.

PHYSICAL EDUCATION

Fit for Life *

.5 credit per semester

Fit for Life is an individualized, concepts-based course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate and redesign personal fitness programs. The course is a combination of classroom and activity-based learning activities with a focus on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal lifetime fitness.

Health

.5 credit

.5 credit required

Health is designed to enhance and develop skills related to safety, nutrition, family health, consumer health, personal growth and development, substance abuse, emotional and mental health, disease prevention and control, and first aid. Students are expected to further develop their critical thinking skills through this course.

Leisure Skills *

.5 credit per semester

This course offers students an opportunity to experience many positive ways to use their free time. Some activities include: games, projects, crafts, and sports. Activities may also take place in the community. A significant goal of Leisure Skills is to help students develop healthy and appropriate social and interpersonal skills.

Team Sports *

.5 credit per semester

In this class, students learn skills and the rules of basketball, volleyball, floor hockey, and other team sports. They also explore defensive and offensive techniques. Team sportsmanship is also emphasized.

First Aid/CPR/AED *

.5 credit per semester

The American Red Cross First Aid/CPR/AED Program is a first aid and cardiopulmonary resuscitation (CPR) training program to prepare students to respond to injuries and sudden illness that may arise at home, school, workplace or in the community. Students who successfully complete this course will receive certification in standard first aid with AED (automated external defibrillator) and infant, child, and adult CPR.

***Indicates course may be used as an Elective**

List of Macomb County High Schools and Jr. Highs

ANCHOR BAY HIGH SCHOOL 6319 County Line Fair Haven, MI 48023 (586) 648-2525	LAKE SHORE HIGH SCHOOL 22980 13 Mile Road St. Clair Shores, MI 48082 (586) 285-8900
ARMADA HIGH SCHOOL 23655 Armada Center Armada, MI 48005 (586) 784-2400	LAKEVIEW HIGH SCHOOL 21100 11 Mile Road St. Clair Shores, MI 48081 (586) 445-4045
BEMIS JUNIOR HIGH 12500 19 Mile Road Sterling Heights, MI 48313 (586) 797-2500	L'ANSE CREUSE HIGH SCHOOL 38495 L'Anse Creuse Road Harrison Twp, MI 48045 (586) 783-6400
CENTER LINE HIGH SCHOOL 26300 Arsenal Center Line, MI 48015 (586) 510-2100	L'ANSE CREUSE – NORTH 23700 21 Mile Road Macomb, MI 48042 (586) 493-5270
CHIPPEWA VALLEY HIGH SCHOOL 18300 19 Mile Road Clinton Twp, MI 48038 (586) 723-2300	LINCOLN HIGH SCHOOL 22900 Federal Avenue Warren, MI 48089 (586) 758-8307
CHIPPEWA VALLEY HIGH 9TH GRADE CENTER 42755 Romeo Plank Clinton Twp, MI 48038 (586)723-3100	MALOW JUNIOR HIGH SCHOOL 6400 25 Mile Road Shelby Twp, MI 48316 (586) 797-3500
CLINTONDALE HIGH SCHOOL 35200 Little Mack Clinton Twp, MI 48035 (586) 791-6301	MOUNT CLEMENS HIGH SCHOOL 155 Cass Avenue Mount Clemens, MI 48043 (586) 461-3400
COUSINO HIGH SCHOOL 30333 Hoover Road Warren, MI 48093 (586) 574-3100	NEW HAVEN HIGH SCHOOL 57700 Gratiot Avenue New Haven, MI 48048 (586) 749-5104
DAKOTA HIGH SCHOOL 21051 21 Mile Road Macomb, MI 48044 (586) 723-2700	NEIL E. REID HIGH SCHOOL 37701 Harper Avenue Clinton Twp, MI 48036 (586) 469-1590
DAKOTA HIGH SCHOOL 9TH GRADE CENTER 21055 21 Mile Road Macomb, MI 48044 (586)723-3300	RICHMOND HIGH SCHOOL 35320 Division Road Richmond, MI 48062 (586) 727-3225
DAVIS JUNIOR HIGH SCHOOL 11311 Plumbrook Road Sterling Hts, MI 48312 (586) 797-2700	ROMEO HIGH SCHOOL 11091 W 32 Mile Road Romeo, MI 48065 (586) 752-0300

EASTPOINTE HIGH SCHOOL 15501 Couzens Avenue Eastpointe, MI 48021 (586) 533-3700	ROSEVILLE HIGH SCHOOL 17855 Common Road Roseville, MI 48066 (586) 445-5540
EISENHOWER HIGH SCHOOL 6500 25 Mile Road Shelby Twp, MI 48316 (586) 797-1300	SHELBY JUNIOR HIGH SCHOOL 51700 Van Dyke Avenue Shelby Twp, MI 48316 (586) 797-3700
EPPLER JUNIOR HIGH SCHOOL 45461 Brownell Street Utica, MI 48317 (586) 797-2900	SOUTH LAKE HIGH SCHOOL 21900 E. 9 Mile Road St. Clair Shores, MI 48080 (586) 435-1400
FITZGERALD HIGH SCHOOL 23200 Ryan Road Warren, MI 48091 (586) 757-7070	STERLING HEIGHTS HIGH SCHOOL 12901 15 Mile Road Sterling Hts, MI 48312 (586) 825-2700
FORD II HIGH SCHOOL 11911 Clinton River Road Sterling Hts, MI 48313 (586) 797-1600	STEVENSON HIGH SCHOOL 39701 Dodge Park Sterling Hts., MI 48313 (586) 797-1900
FRASER HIGH SCHOOL 34270 Garfield Road Fraser, MI 48026 (586) 439-7200	UTICA HIGH SCHOOL 47255 Shelby Road Utica, MI 48317 (586)797-2200
HERITAGE JUNIOR HIGH SCHOOL 37400 Dodge Park Sterling Hts., MI 48312 (586) 797-3100	WARREN MOTT HIGH SCHOOL 3131 12 Mile Road Warren MI 48092 (586) 574-3250
JEANNETTE JUNIOR HIGH SCHOOL 40400 Gulliver Drive Sterling Hts, MI 48310 (586) 797-3300	WARREN WOODS TOWER 27900 Bunert Road Warren, MI 48088 (586)439-4402

*All of Macomb County’s high schools, plus junior highs that include Grade 9