Welcome!
Dakota High School
Class of 2023
Plan your future ...

BE PROACTIVE
I am the force.
Take responsibility for your life.

BEGIN WITH THE END IN MIND
Control your own destiny or someone else will.
Define your mission and goals in life.

PUT FIRST THINGS FIRST
Will and Won’t Power
Prioritize, and do the most important things first
What is YOUR Mindset?

“Failure is the limit of my abilities”

FIXED MINDSET

“I’m either good at it or I’m not”
“I can either do it, or I can’t”

“My abilities are unchanging”
“Feedback and criticism are personal”

“I don’t like to be challenged”

“My potential is predetermined”

“When I’m frustrated, I give up”

“I stick to what I know”
What is YOUR Mindset?

“Failure is an opportunity to grow”

GROWTH MINDSET

“I can learn to do anything I want”

“Challenges help me to grow”

“My effort and attitude determine my abilities”

“Feedback is constructive”

“I am inspired by the success of others”

“I like to try new things”
2018-19 School Quality Indicator Highlights:

- 92.37% On Track Attendance
- 89.19 School Quality and Student Success Overview accountability score (out of 100) – based on attendance, advanced coursework, post-secondary enrollment, etc.
- 85.3% of 2019 graduates enrolled in post-secondary education
DHS School Quality Indicators

Comparisons vs. "like schools"

DHS "like schools" include:
L'Anse Creuse North, Chippewa Valley, Ford, Stevenson, Eisenhower High School, Anchor Bay, Troy, Lake Orion, Bloomfield Hills High School, West Bloomfield, Novi, Northville, Grand Blanc, Brighton, Ann Arbor Pioneer
DHS School Quality Indicators

Comparisons vs. “like schools”

English Language Arts - Proficiency

- **Dakota High School**
  - 2018-19: 65%
  - 2017-18: 46%

- **Average of Similar Schools**
  - 2018-19: 49%
  - 2017-18: 45%

- **State of Michigan Average**
  - 2018-19: 67%
  - 2017-18: 68%
DHS School Quality Indicators

Comparisons vs. “like schools”

Mathematics - Proficiency

<table>
<thead>
<tr>
<th>School Year</th>
<th>Dakota High School</th>
<th>Average of Similar Schools</th>
<th>State of Michigan Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>52%</td>
<td>49%</td>
<td>39%</td>
</tr>
<tr>
<td>2017-18</td>
<td>51%</td>
<td>49%</td>
<td>38%</td>
</tr>
</tbody>
</table>
DHS School Quality Indicators

Comparisons vs. “like schools”

Overall Progress/Growth

Progress Summary
Percent of students who are making progress towards proficiency or increasing their proficiency in all subjects on the state tests.

- **2018-19**
  - Dakota High School: 55%
  - Average of Similar Schools: 55%
  - State of Michigan Average: 57%

- **2017-18**
  - Dakota High School: 55%
  - Average of Similar Schools: 42%
  - State of Michigan Average: 41%
DHS Achievement Data

- 89.6% of sophomore students earned all three credits 1st semester, down 4.2% compared to freshman year
- 91.4% of juniors earned all three credits
- 93.1% of seniors earned all three credits
- 67.2% of the 10-12 building made the second quarter honor roll, 64.2% of sophomores

MAP score data
- 71.5% scored at or above grade level in math, an increase of 5.2% from winter of 2019
- 70.0% at or above grade level in reading (69.4% as ninth graders)
2018 PSAT-9 to 2019 PSAT-10 Results

- 71% of students met College and Career Readiness Benchmark in Evidence Based Reading and Writing, on PSAT-9 in 2018
- 65% on PSAT-10 in 2019, down 6%
- 60% of students met College and Career Readiness Benchmark in Math
- 47% on PSAT-10 in 2019, down 13%
2018 PSAT-9 to 2019 PSAT-10 Results

- 56% met both benchmarks as 9th graders
- 44% met both benchmarks as 10th graders

DHS vs. State Data
- DHS PSAT-10 EBRW benchmark attainment = 65%
- State of Michigan = 59%

- DHS PSAT-10 math benchmark attainment = 47%
- State of Michigan = 33%
DHS Achievement Data

Goal – Stem the tide of a “sophomore slide”

• Increasing performance on standardized testing and academic achievement in terms of grades helps continue an upward trajectory
• Greater growth = greater opportunity
Resilience:

The capacity to recover quickly from difficulties; toughness.
The Dakota Mindset

More Strategies to Build Resilience

Help students make realistic plans and take steps to carry them out every day

Help students to adopt a positive view of themselves and build confidence in their strengths and abilities

Build communication and problem solving skills

Develop and practice how to effectively manage strong feelings and impulses

American Psychological Association
The Dakota Mindset

- Student Goal Setting – MAP, PSAT-10 related ... College Board account creation and linking Khan and College Board accounts
- Beginning with the end in mind, keeping first things first, being proactive ...
The Dakota Mindset

• Current juniors grew from PSAT-9 average of 932 to a PSAT-10 average of 946 (14 points)
• College Board projection is 51 points

• Current sophomores 932 PSAT-9 average
• 932 + 51 = ......
To stay on the road to graduation, all SOPHOMORES will earn all 6 credits in their classes...

...and to keep roads of opportunity open, all SOPHOMORES will do their part to help the Class of 2022 earn a class-wide average score of 983 on the PSAT-10!
The Dakota Mindset

• DHS historical average growth from PSAT-10 to SAT is 96 points

• 983 PSAT-10 average (if goal is met) + 96 = 1079 SAT average

• DHS 2019 SAT average was 1043
  • That’s a 36 point increase, which is huge!
The Dakota Mindset

More from The College Board:

**Test scores**
Standardized test scores remain important at many colleges. Examinations such as the SAT and/or the ACT, allow colleges to compare students from across the country.

**Involvement in extracurricular activities**
Your involvement in high school is important to the admission process, and depth of involvement is more impressive than breadth. Students can achieve this if they document long-term involvement with organizations, highlight activities related to a major or career goal and show leadership skills and ability. **Tenth grade is the perfect time to explore and then use your time at the main building to hone in on your interests!**

https://professionals.collegeboard.org/guidance/applications/decisions
Courses and grades

A student's grades in college-preparatory classes remain the most significant factor in college admission decisions.

Highly selective colleges look for students who:

• Enroll in several advanced, honors or college-level courses (such as AP) and perform well.
• Take more challenging classes, even though they may have slightly lower grades than they'd achieve in lower-level courses.

With regard to class ranking determined by GPA senior year, although still reviewed by many colleges, class rank has declined in significance as many private and religious schools have eliminated student ranking as an admissions factor.

https://professionals.collegeboard.org/guidance/applications/decisions
The Dakota Mindset

From Michigan State University:

High School Preparation
MSU recommends that students include a majority of core academic courses in their schedules each semester throughout high school, including three such courses each semester during their senior year. In addition, MSU encourages students to select honors and Advanced Placement courses when possible. 
https://admissions.msu.edu/

From ACT:

If you’re thinking about playing the GPA game and taking a light schedule that isn't challenging, it will catch up with you at the college level very quickly. One of the things admissions officers pay attention to, besides GPA, is course selection throughout high school and especially senior year. Course selection can also affect admissions test scores. If you just go for a good GPA, you'll be less prepared for college and will score lower on entrance exams.
DHS 10-12, like DHS-9, employs a Multi-Tiered System of Support (MTSS) model to help place students into classes where they can receive the appropriate levels of support and challenge.

Data is reviewed and analyzed by the DHS 10-12 Data Review Team to make decisions about how we place students in support classes, as well as advanced coursework.

Significant change this year - "Pre-population" of students into advanced classes instead of student-directed enrollment with teacher confirmation.
The DHS 10-12 Data Review Team will develop rosters for our support and advanced classes that will transfer into Power School prior to students entering their course requests during computer scheduling.

When students arrive at computer scheduling at DHS-9 and log on to Power School, they will see the courses they have been placed into already entered.

Many students will find they have been pre-placed into Honors Physics and Chemistry and/or Advanced English 10.

Math will also be pre-populated as a continuation of the pathway started in ninth grade.
Students and parents will have a form available to express their desire to accelerate or decelerate their studies or decline the opportunity to be placed into a support class.

Requests to deviate from a class placement will be due in ninth grade counselors' offices by MARCH 24.

Requests will be reviewed by the DHS 10-12 Data Review Team and follow-up will occur with parents regarding their student's schedule.
Dakota High School

2020-21 10th Grade Core Academic Course Placement Change Request Form

Student Last Name, First Name (please print): __________________________

Student ID Number: __________________________

The accompanying print-out of course requests from Power School includes the CORE ACADEMIC classes into which the student named above has been placed for the 2020-21 school year at the Dakota High School based on the recommendations of the DHS Data Review Team.

Please note...

- Students are placed into Geometry Focus for additional math support upon the recommendation of the Dakota High School Data Review Team and consultation with the DHS Ninth Grade Center. For students placed in Geometry Focus, that course is counted as “elective” credits toward a student’s overall credit total and does not count toward the required 4.0 credits in Mathematics for graduation. For questions on or to discuss a student’s placement into Geometry Focus, please contact the counselor to whom the student will be assigned for 10th grade at the 10-12 grade building.

- Students interested in accelerating their math pathway must confer with their ninth grade math teacher and ninth grade counselor to discuss a change of pathway. Changes being sought to accelerate a student’s course of study in math are handled on an individual case-by-case basis and not managed by the submission of this form.

Students wishing to deviate from their placements in their core classes may use this form to communicate the adjustments to their schedule that they would like to see made. Students who wish to deviate from the schedule into which they have been placed for their core classes must review the information on the back of this letter and provide their rationale for the requested change(s) below. Should a student wish to alter their schedule, the desired class selections and adjustments must be indicated in the chart below:

<table>
<thead>
<tr>
<th>Current Class Scheduled (circle)</th>
<th>Requested Class/Schedule Adjustment (circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10 A/B</td>
<td>Advanced English 10A/B</td>
</tr>
<tr>
<td>Advanced Algebra 2A/B</td>
<td>Algebra 2 A/B</td>
</tr>
<tr>
<td>Geometry 2/3</td>
<td>Geometry 2/3</td>
</tr>
<tr>
<td>Physics I</td>
<td>Honors Physics I</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>Honors Chemistry I</td>
</tr>
</tbody>
</table>

- * Drop Geometry Focus (waive additional hour of math support, add grad requirement: class or elective)

Rationale for change(s) requested above (attach additional page(s) if necessary):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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STUDENTS LOOKING TO REQUEST PLACEMENT CHANGE(S) TO ACCELERATE THEIR STUDIES

If a student (with parent approval) decides that they wish to enroll in a class that is not already covered in the student's schedule, the student must meet the following criteria:

- As a result of the student’s past academic performance, they have demonstrated the necessary skills and knowledge to succeed in the new class.

- The student is not already enrolled in a class that is equivalent to the new class.

- The student has the necessary prerequisites to succeed in the new class.

- The student has received a recommendation from their previous teacher.

STUDENTS LOOKING TO REQUEST PLACEMENT CHANGE(S) TO DECELERATE THEIR STUDIES

If a student (with parent approval) decides that they wish to enroll in a class that is not already covered in the student's schedule, the student must meet the following criteria:

- As a result of the student’s past academic performance, they have demonstrated the necessary skills and knowledge to succeed in the new class.

- The student is not already enrolled in a class that is equivalent to the new class.

- The student has the necessary prerequisites to succeed in the new class.

- The student has received a recommendation from their previous teacher.

By signing below, all parties are acknowledging that they have reviewed the information provided above and they are requesting the class placement change(s) indicated in the table on the front of this form.

This form must be returned to the student's 8th grade counselor by March 24, 2020 to pursue any change(s) of placement(s) indicated on the front of this form.

If parents have questions about the placement change request process, they are encouraged (but not required) to contact the student’s counselor at the Dakota High School 10-12 grade building. If this form is not returned by March 24, 2020, the schedule provided through Power School during computer scheduling will be considered to be verified by the student and their parent(s)/guardian(s).

Student Signature __________________________ Date __________________________

Parent name (printed) __________________________ Parent Signature __________________________ Date __________________________

Parent EMIAL ADDRESS (PLEASE PRINT CAREFULLY): __________________________
The Dakota Mindset

Build communication and problem solving skills

The Guidance and Counseling Department
A – De = Mr. Anderson
Df – Jon = Ms. Thiel
Joo – Mug = Ms. Ede
Muh – Sha = Ms. Simmons
Shb – Z = Ms. Carr
Navigating Sophomore Year and Beyond

The most important take-away from this evening should be that the next three years will be what you make of them!

What you get out of your 10th, 11th, and 12th grade years will be equal to what you put into them.
Meet Your Counselor

Mr. Anderson
Mrs. Thiel
Mrs. Ede
Ms. Simmons
Mrs. Carr

Counselors will get to students and/or parents as quickly as possible. With the large caseloads and growing demands, it may take 48-72. Please be patient and know we will get to you ASAP.

Our secretaries, Mrs. Dodt and Mrs. Kreft, can assist with many things so students do not have to wait. They can help with transcripts, work permits, court papers, PE waivers, and much more. When in doubt, just ask.
Start the year strong …

• Plan ahead – or should we say plan backwards – keep the end goal in mind when planning

• Deadlines are firm. Don’t wait until the last minute. Lack of preparation on one’s part does not constitute an emergency on another’s.

• Maintain good grades – colleges look at course rigor.

• Get involved – join a club and/or sport, volunteer, make a difference.

• Civic responsibility – (You do not have to like everyone, but you do need to treat everyone with decency. Do unto others...; If you can’t say something nice).
Challenges For Today’s High School Students

• Resiliency / coping skills – students are not learning proper problem-solving and coping skills.

• Anxiety – caused by not knowing how to handle stress. Eliminating all stressful situations does not actually help.

• Communication; Tolerance.

• Digital citizenship / social media –
  • T.H.I.N.K. = Is it True, Helpful, Inspiring, Necessary, Kind.
  • Cyberbullying, sexting, and other social media temptations.

• Time management – finding a balance.

• Study skills and note-taking – how to study; what to write down.

• Post-secondary plans – the pressure/expectations or being undecided.
Graduation Requirements

To participate in the graduation ceremony, a student must have 22 credits, including all classes required by the state of Michigan:

- 4 credits English
- 4 credits Math
- 3 credits Social Studies
- 2 credits World Language
- ½ credit Health
- 1 credit Phys Ed
- 1 credit VPAA
- 3.5+ credits electives

If a student falls short, options are available (after-school credit recovery, summer school, Mohegan High School).

Completion of State Standardized Testing

Ways to stay on track – study, do homework, ask questions, and communicate.
College Bound Students

Follow district and state guidelines, plus consider taking three to four core per semester in junior and senior year.

If you can’t figure out how to fit in what you want to take, see your counselor for help adjusting your four year plan.

World Language: many institutions want to see two years of Foreign Language, regardless of what state law says is required for graduation.

Course requirements vary by institution. University prerequisites can differ from what is required for state graduation requirements. Know the difference, so you can plan ahead.

For athletes, NCAA - you can apply in 10th grade, but it must be before 12th grade starts
Grade-specific considerations: 10th grade

- Grades – it is hard to dig out of a hole, so stay on track from the beginning.
- Colleges review 9th through 11th grade cumulative grade point averages. Rigor matters, so do not be afraid to challenge yourself.
- Update Career Cruising (soon to be Xello) Educational Development Plan (EDP) regularly to help keep you focused and so you can tweak your four year plan as needed/as things change.
- If a class is difficult, do not avoid it. Work harder to master it - ask questions, stay for extra help, study more, use video tutorials, etc.
- The “big building” anxieties
- Homework, studying, and asking for help when needed.
Grade specific expectations (continued)

11th

- NCAA – Athletes, if you did not apply last year, you MUST apply this year.
- 3-4 core per semester recommended for college-bound students.
- If you haven’t yet, get involved. You won’t regret it.
- PSAT – it does matter. October of Junior year.
- Khan Academy / SAT – practice! Scholarship opportunities available!
- S2 – college visits, start looking at scholarship deadlines for the Fall.
- ASVAB – to help with career exploration. Not just for those interested in the military.
- PE Waivers

12th

- FAFSA (Oct 1st to March 1st); scholarships - start applying in the Fall
- College and/or Trade school applications
- Common App (Nov 1st for those applicable) and letters of recommendation
- Have a strong senior year academically
- April – notify college of admission acceptance; notify others you are not coming
- June – request a final transcript from Parchment to your college of choice
- July – reach out to your college to make sure they have everything to start the fall smoothly
Post-high school plans

• Start thinking about what you want to do after high school now, to keep you focused. It’s called planning backwards. Keep the end in mind.

• If college is not for you, let’s get a plan in place. See your counselor for assistance in getting started.
  • Trade schools offer great opportunities. They have more specific training over a shorter time frame.

• Factors often considered by universities:
  • Grade Point Average (GPA) and Class Rank
  • ACT/SAT Score
  • Course rigor
  • Extra-Curricular Activities
  • Admission Essay
Thank you for coming!

We are here to help you navigate through this challenging and exciting time of your lives.
The Dakota Mindset

Help students to adopt a positive view of themselves and build confidence in their strengths and abilities.

DAKOTA

P. R. I. D. E.

Prepared Respectful Integrity Dedication Empathy
The Dakota Mindset

Help students to adopt a positive view of themselves and build confidence in their strengths and abilities

• Building culture focused on respect
  • Student-to-student
  • Student-to-staff
  • Students-to-our school itself
  • Outside of school – social media, online
• EMPATHY!
The Dakota Mindset

- Get involved in student activities and events!
- High Five Fridays!
- Promoting Positivity through social media
The Dakota Mindset

Build communication and problem solving skills

The Administrative Team
A-G: Ms. Carter
H-O: Mr. Maniscalco
P-Z: Mr. Downham
Administrative Intern: Mr. Hayes
Athletic Director: Mr. Demorest
The Dakota Mindset

Develop and practice how to effectively manage strong feelings and impulses

Student Assistance Specialist, Ms. Lange
Main Building- Room 249:
Stephanie Lange, LMSW, ACSW, CAAC, CCS-M
Student Assistance Specialist
slange@cvs.k12.mi.us
(586) 723-2872
Student Assistance Program

- Confidential on-site program that provides services to students and families who are experiencing circumstances that interfere with their education or quality of life

Services Include:
- Substance abuse intervention and education
- General Assessment, referral, community resources
- In-school student support groups related to the following:
  - Alcohol or drug use by a significant person in student's life
  - Grief and loss
  - Death of a loved one by suicide
  - Difficulties with home or family life
  - Transgender youth and family group
You are invited to
Dakota High School
FAMILY NIGHT OUT

Transitions: The Big Step
Going from Middle School to High School?
Moving from the Ninth Grade Center to the BIG HOUSE?

No worries. Come to this event and GET PREPARED.
Find out what resources are available to make this a SMOOTH TRANSITION.

Includes tour of the 9th grade center OR big house for interested families at the end of the event.

Wednesday, May 6, 2020
6:30–8:30 pm
Dakota High School Atrium
10/12 Building: 21051 21 Mile Road

NO CHARGE TO ATTEND—FREE DINNER AT 6:30pm
RSVP to slange@cvs.k12.mi.us or
(586) 723-2872 by May 4, 2020
All students should be accompanied by at least one adult

Chippewa Valley Coalition for Youth and Families
The Dakota Mindset

Make good choices!

Cell phones
• Procedures and expectations remain the same
• Classrooms are RED unless teacher provides direction otherwise

Develop and practice how to effectively manage strong feelings and impulses
The Dakota Mindset

But the issues related to cell phones are bigger than school policies, red classrooms, etc ...

From Health.com on the “Anxiety” link ... by Sarah Karnasiewicz in a review of the book, How to Break Up With Your Phone

7. There's a good reason tech innovators don't let their kids have devices

When you're a parent, reckoning with your own negative cell-phone behaviors feels bad—but watching the same habits infect your kids is even worse. That's probably why, as Price points out, when it comes to their personal lives, many of the leading innovators in digital technology have chosen to shield their own families from the devices for as long as possible. Consider this: Steve Jobs didn't let his kids use the iPad. And Bill and Melinda Gates did not let their children have phones until they were 14.
But the issues related to cell phones are bigger than school policies, red classrooms, etc...

From sciencedaily.com summarizing research findings related to social media, depression and loneliness:

The link between the two has been talked about for years, but a causal connection had never been proven. For the first time, University of Pennsylvania research based on experimental data connects Facebook, Snapchat, and Instagram use to decreased well-being. Psychologist Melissa G. Hunt published her findings in the December Journal of Social and Clinical Psychology.
Attendance

• Check in with Attendance if school has started, **also very important to check back in when returning from an early dismissal** (we can't fix the absence if we don't see you!)

• Early dismissal passes can be picked up in the Attendance Office before school starts, during pass time and lunches

• **HAVE ID READY**, we can accept a picture of it on your phone

• **WE DON'T DELIVER PASSES**! with 2200 students in the 10-12 Building

• The Attendance Office is located across from the Main Office

• Parents can call the attendance line 24/7

• **If you are sick** and need to leave early go to the Main Office and ask for the health aide, Mrs. Reiss
Dress Code

Three Areas of Focus

• Hat and Hoods

• Bare mid-sections

• School appropriate imagery/messaging
Parking Lots and Closed Campus Policy

- Closed campus policy
- Out of assigned area may result in search of person, vehicle, locker, etc.
- Be smart, and be aware as you walk through parking lots to where your ride may be parked
The Dakota Mindset

Being a teen is tough these days ...

And that’s why we offer a lot of FUN and enjoyable experiences here at school through activities and athletics!
Ms. Kyle Young, Director of Student Activities

- Student Activities Office is located on the “Activities Hallway” on the way toward the Gym
- Ms. Young’s classroom is room 128
Mr. Demorest, Athletic Director

- Athletic Department is located at the end of the activities/athletic hallway past the Main Gym
We offer the following sport programs:

**FALL SPORTS**

**Girls**
- Cheer
- Cross Country
- Dance (includes winter season)
- Golf
- Swimming & Diving
- Volleyball

**Boys**
- Cross Country
- Football
- Soccer
- Tennis

**WINTER SPORTS**

**Girls**
- Basketball
- Bowling
- Competitive Cheer

**Boys**
- Basketball
- Bowling
- Ice Hockey
- Swimming & Diving
- Wrestling

**SPRING SPORTS**

**Girls**
- Soccer
- Softball
- Tennis
- Track & Field
- Lacrosse

**Boys**
- Baseball
- Golf
- Track & Field
- Lacrosse

**2020/2021 Athletes:** All athletes must have a physical dated 4/15/20 or after in order to participate in or try out for any Dakota athletic team. Feel free to email coaches with any questions or concerns. All coaches can be contacted through the Dakota Athletic Website: [www.dakotacougars.com](http://www.dakotacougars.com)
March 10, 2020

Macomb County Education Enhancement Millage

Macomb County residents will see a question on our ballot this March asking whether we want to increase funding for our school districts through a “regional enhancement millage.”

- People choose Macomb County because of its strong public schools, and it is a great place to raise a family and grow a business.
- Macomb Schools have a long-standing reputation for providing quality programs, carefully serving as stewards of funds provided by state, federal, and local revenue sources.
- The enhancement millage gives our communities an opportunity to provide a stable source of funding that goes directly to our students and will attract and retain a talented workforce.
- All public schools - including public charter schools - would receive funds raised through the millage.
- According to the 2019 Macomb Equalization Report, the average Macomb County home is valued at close to $200,000. The 1.9 enhancement millage would cost approximately $190 per year on a home valued at $200,000 or approximately $95 per year on a home valued at $100,000.
- A comparison of neighboring counties, utilizing MDE Bulletin 1014, demonstrates that Macomb County schools receive on average several hundred dollars less per student.

100% of the money raised by the Education Enhancement Millage would go toward K-12 education!

This proposal would:
- Create a 1.9 mill, ten-year, countywide millage that would generate a dedicated source of funding of approximately $55 million annually for all school districts in Macomb County.
- Provide dedicated resources that go directly to students and would allow each Macomb County district to determine how to best support the needs of their community's children, including retaining qualified teachers and keeping co-curricular activities.

How much money would the Education Enhancement Millage raise for our schools?
Every district in Macomb County would receive over $400 per student in additional resources - an investment in our students' success!

How would the money be distributed?
Funds would be distributed on an equal, per-student basis to each individual school district and charter school in Macomb County.

Learn more at www.misd.net
Thank you!
We are looking forward to a great 2020-21 school year!