



2021-2022 TEACHER HANDBOOK

★ **Attendance**

★ **Achievement**

★ **Attitude**

 Davison Community Schools

Where Kids Come First and Futures Begin

Connections • Curriculum • Opportunities

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The Nuts and Bolts

Teacher Work Day

Work Day Begins:	7:15am
Hallway supervision at classroom doors:	7:24am - 7:34am
Hallway supervision at classroom doors:	2:19pm - 2:24pm
Work Day Ends:	2:24pm

Student Daily Schedule

Homeroom:	7:34 am - 7:55 am
1st Hour:	7:55 am - 8:50 am
2nd Hour:	8:54 am - 9:49 am
3rd Hour:	9:53am - 10:48 am
4th Hour:	10:52am - 12:20 pm

Lunch Time:

4 A	10:48 -11:18 (11:22 - 12:20)
4 B	11:19 - 11:49 (10:52 - 11:19; 11:51 - 12:20)
4 C	11:50 - 12:20 (10:52 - 11:50)

5th Hour:	12:24pm - 1:19pm
6th Hour:	1:23pm - 2:19pm
Students Dismissed:	1:55pm

DMS Daily Homeroom: 7:34am - 7:55am (integrated into first hour)

Homeroom time counts as instructional time so it is crucial that students are engaged each day. Homeroom activities will begin immediately following the pledge and school announcements. Homeroom activities may consist of game days, reading, community circles, redos/retakes, team building and social-emotional lessons. Please follow the Middle School Masterminds calendar for scheduled activities during Homeroom. Students are permitted to eat breakfast during this time.

[DMS School-Wide Procedures 2021-2022](#)

- **Before School Starts**
- **Hallway Procedures**
- **Going to Lunch/Cafeteria Procedures**
- **Traveling in Hallway during Class**
- **Announcements**
- **School Dismissal Procedures**
- **[Guest Teachers](#)**

Lesson Plans

Plans should be available at least three to five days in advance, and should be kept in a book, binder, or online file that is easy to locate in the event you are absent. Lesson plans must contain the following:

- State standard that aligns with the lesson (state law MCL 380.1249)
- Learning target aligned to the standard
- Success Criteria for the learning target
- Performance Task(s) for the lesson
- Materials/Resources including text pages/websites used in the lesson
- Specific date and class period

Supervision

We are all responsible for supervision in and around the school. For safety reasons, our students must be supervised at all times. If you need to leave your class for any reason, please contact a colleague to supervise in your absence. If no one is available, please call the office and someone will come to your classroom.

Confidentiality

Please be diligent in safeguarding confidential student information. Students should not be permitted to use your desk unless confidential materials are put away. In addition, students should not use staff computers. Only staff members are permitted in the staff lounge to prevent unauthorized persons from retrieving materials from the copy machines, mail boxes, etc.

Confidentiality cannot be promised or given under any circumstances to children who have shared thoughts about hurting themselves/others. Legally, we are mandated to notify parent(s)/guardian(s) when expression is made either verbally or in writing of suicidal intention. Teachers should involve the appropriate personnel (counselor or administrator) for notification of parents. Information regarding the incident must remain confidential except with the parties involved. Additionally, teachers are [mandatory reporters](#) if abuse or neglect is suspected. If you suspect abuse or neglect, report it any time day or night online by calling 855-444-3911.

Report of Actual or Suspected Child Abuse or Neglect

Complete this form within 72 hours of calling in a suspicion of abuse or neglect. Do not report online if you have already reported using the hotline.

Emergency Procedures

All classrooms are equipped with an Emergency Procedures Guide for teacher/staff/administration directions for the emergencies listed below. Additionally, each classroom shall have maps posted with directions as to where to report in case of fire, tornado or other emergency evacuation.

Emergency Contact Numbers

Secure Mode

Missing/Lost/Runaway Student

Evacuation Procedures

Medical Emergency - Serious Injury/Illness

- Call office immediately (Internal Extensions: 2105, 2159, 2104, 2111) to activate Medical Emergency Response Team (MERT)
- PE Teachers may use 2-way radio to contact office
- Students with less serious injuries should be sent to the Guidance Office with another student escort. Please call Guidance Office (2159) so student is expected.
- Complete an accident report, if needed.

Tornado/Severe Weather Warning

- State law requires schools to hold two tornado drills per year
- Signal: loud siren
- A tornado drill will ALWAYS begin and end with a PA announcement.

Suspicious Object

Shelter - in - Place

Fire

- State law mandates that schools hold five drills per year.
- Signal: loud buzzer
- If evacuating, take class roster for attendance purposes

Alice Mode (Armed Intruder)

Bomb Threat

Administration

ADMINISTRATIVE RESPONSIBILITY

While it is important to understand that the administrators work as a team and responsibilities intermingle, it is also important to understand the basic responsibilities of each person. Below are the primary responsibilities for each administrator. Any question in related areas should be referred to the appropriate principal.

Principal: Josie Paquette

Chief Building Administrator

- Staff assignments and coordination
- Staff problems and concerns
- Staff development and inservice
- Student scheduling, including Honors Program oversight and placements
- Counseling services
- Parent organizations and volunteer services
- Building budget
- Coordination of secretarial services
- Help with lunchroom supervision
- School Improvement Team - (along with Teacher Chairperson)
- District Curriculum Committee - ACC (in some years, this will be the Assistant Principal)

Assistant Principal: Andrea Ferguson

Assist Principal and serve in the absence of Principal as Chief Building Administrator

- Student Discipline
- Assist principal with professional development and School Improvement
- Athletics/After hours building scheduling –along with DMS Athletic Director
- Building Security- along with the DMS Liaison Officer
- Student Activities & Clubs
- Lunchroom supervision/coordination with monitors; lunch time activities
- M-STEP schedule
- P.B.I.S. (Positive Behavior and Intervention Support) Direction
- Paraprofessional supervision/evaluation
- Field trips
- Student Achievement and Awards Programs along with counselor
- Student scheduling

Dean of Students: Chris Wilson

Assist other administrators; in charge of building when Principal/AP are out of the building

- Student Discipline
- Implementation of Positive Behavior Support; coordination with PBS

General Building Information

ANNOUNCEMENTS

Daily announcements are most often read over the PA after the Pledge of Allegiance at the start of Homeroom. All announcements must be given to Megan Lasley the day before by 3pm.

STUDENTS WITH MEDICAL NEEDS

By law, students may possess and use specific medical appliances (inhalers, insulin pumps, etc.) at school or at school-sponsored activities. Teachers will be notified confidentially the names of students with medical needs.

CONCUSSION LAW

Michigan is the 39th state to enact a law requiring all school districts and sport-related organizations to provide educational materials about concussion awareness and the risks of concussions to each student. The law also requires parents/guardians to sign a form acknowledging that they have received concussion awareness information from the school district.

FACULTY PARKING

Parking is available in the north and south parking lots. Please do not park in front of the Middle School.

FIELD TRIPS

Appropriate field trips are very beneficial in enhancing classroom learning. When funds are available, trips are encouraged. Requests for field trips must be made to the Principal via a "field trip" request form. At the time of the request, teachers should include documentation pertaining to the educational value of the trip. Please be specific. The building principal remains responsible for administering the field trip budget in their building and evaluating the educational value of each request. **Requests must be made at least 14 days before the trip.** Teachers have direct responsibility in the field trip. NO student may attend without a signed consent form. Remind students to represent their school positively.

FUNDRAISING

Fundraising projects must be approved by the Principal before they are presented to parents or students.

HOMEBOUND

Students assigned to the Homebound Program remain on the teacher's class roll and remain the teacher's responsibility. The teacher, in cooperation with the homebound teacher, will give assignments and be responsible for assigning and recording the student's grade.

INSTRUCTIONAL INTERRUPTIONS

We will do our best to limit instructional interruptions such as delivering messages, picture-taking, student council meetings, pep assemblies, etc. Teachers should also refrain from interrupting a colleague's class. The dates of activities/meetings scheduled during class time will be given in advance so teachers can plan lessons accordingly.

MONEY MATTERS

All purchases must be pre-approved by the Principal.

REQUESTS TO SEND STUDENTS TO THE OFFICE

Please send students to the office immediately when you receive a request. If you are giving an assessment, call the office and send the student when their exam is finished.

SCHOOL CLOSING

District communications will be sent in the event that school is cancelled due to inclement weather.

STUDENT ASSEMBLIES

All teachers who have a class that meets during the time of an assembly are required to attend, sit with and supervise their students.

STUDENT HANDBOOK/AGENDA BOOK

Teachers should be knowledgeable about and adhere to the [Parent and Student Handbook](#), which is taught in the classroom.

STUDENT ILLNESS

Students who are not feeling well must call home from the main office/guidance office. Do not permit students to use their cell phones and/or the classroom phone to call home.

REGIONAL PARK AND PLAYScape

Please clear a visit to the Regional Park in advance through an administrator. DMS students are not permitted to use the Playscape Area in the park during the school day.

Teaching Best Practices: 5D Style

Purpose: [5D+ Rubric](#)

P1: Learning target(s) connected to standards - Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.

- [Types of Learning Targets](#)

P2: Lessons connected to previous and future lessons, broader purpose and transferable skill - Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.

P3: Design of performance task - Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.

P4: Communication of learning target(s) -

Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.

P5: Success Criteria - Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

Example of P4 & P5:

"I can explain the harsh conditions facing the Revolutionary War soldiers and write a letter from a soldier's perspective that details the weather, environment, food, clothing, weapons, and shelter."

Key:

Learning Target

Performance Task (Formative Assessment)

Success Criteria

Starter Prompts for Purpose

Yesterday we learned...

Connection to Previous and Future Lesson (P2)

Today we are learning to...

Learning Target (P1 and P4)

We will show that we can do this by...

Performance Task (P3)

To know how well we are learning this we will look for...

Success Criteria (P5)

It is important for us to learn this (or be able to do this) because...

Broader Purpose or Transferable Skill (P2)

Tomorrow we will learn about...

Connection to Previous and Future Lesson (P2)

Student Engagement: [5D+ Rubric](#)

SE1: Quality of Questioning - Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assist students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking. (SE1)

- [COSTA's Levels of Questions](#)
- [Depth of Knowledge Wheel](#)

SE2: Ownership of Learning - Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support learning.

SE3: Capitalizing on Students' Strengths - Teacher capitalizes on student strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.

SE4: Opportunity and support for participation and meaning making - Teacher sets expectations and provides support for engagement strategies that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student led.

SE5: Student Talk - Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas.

- [SAY SOMETHING!](#)

Try these Student Engagement Strategies!

- [Fishbowl Curriculum Circles](#)
- [Watch a Fishbowl Circle Here](#)
- [Types of Curriculum Circles](#)
- [Student Led Seminar Discussions](#)
- Get Students Moving:
 - [4 Ways to Get Students Moving in Class](#)
 - [Get Your Students Moving](#)

Curriculum and Pedagogy: [5D+ Rubric](#)

CP1: Alignment of instructional materials and tasks - Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.

CP2: Teacher knowledge of content - Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.

CP3: Discipline-specific teaching approaches - Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.

CP4: Differentiated instruction for students - Teacher uses multiple strategies - such as time, space, structure and materials - to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.

- [Differentiating Instruction Using Learning Menus](#)
- [20 Differentiated Instruction Strategies and Examples](#)
- [Differentiating Instruction: It's Not as Hard as You Think](#)

CP5: Use of scaffolds - Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Assessment for Student Learning: [5D+ Rubric](#)

A1: Student self-assessment - Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.

A2: Student use of formative assessment over time - Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.

A3: Quality of formative assessment methods - Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.

A4: Teacher use of formative assessments - Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.

A5: Collection systems for formative assessment data - Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

Classroom Environment & Culture: [5D+ Rubric](#)

CEC1: Classroom arrangement and resources - The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.

CEC2: Learning routines - Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.

CEC3: Use of learning time - Instructional time is maximized in service of learning through effective transitions, management routines, and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.

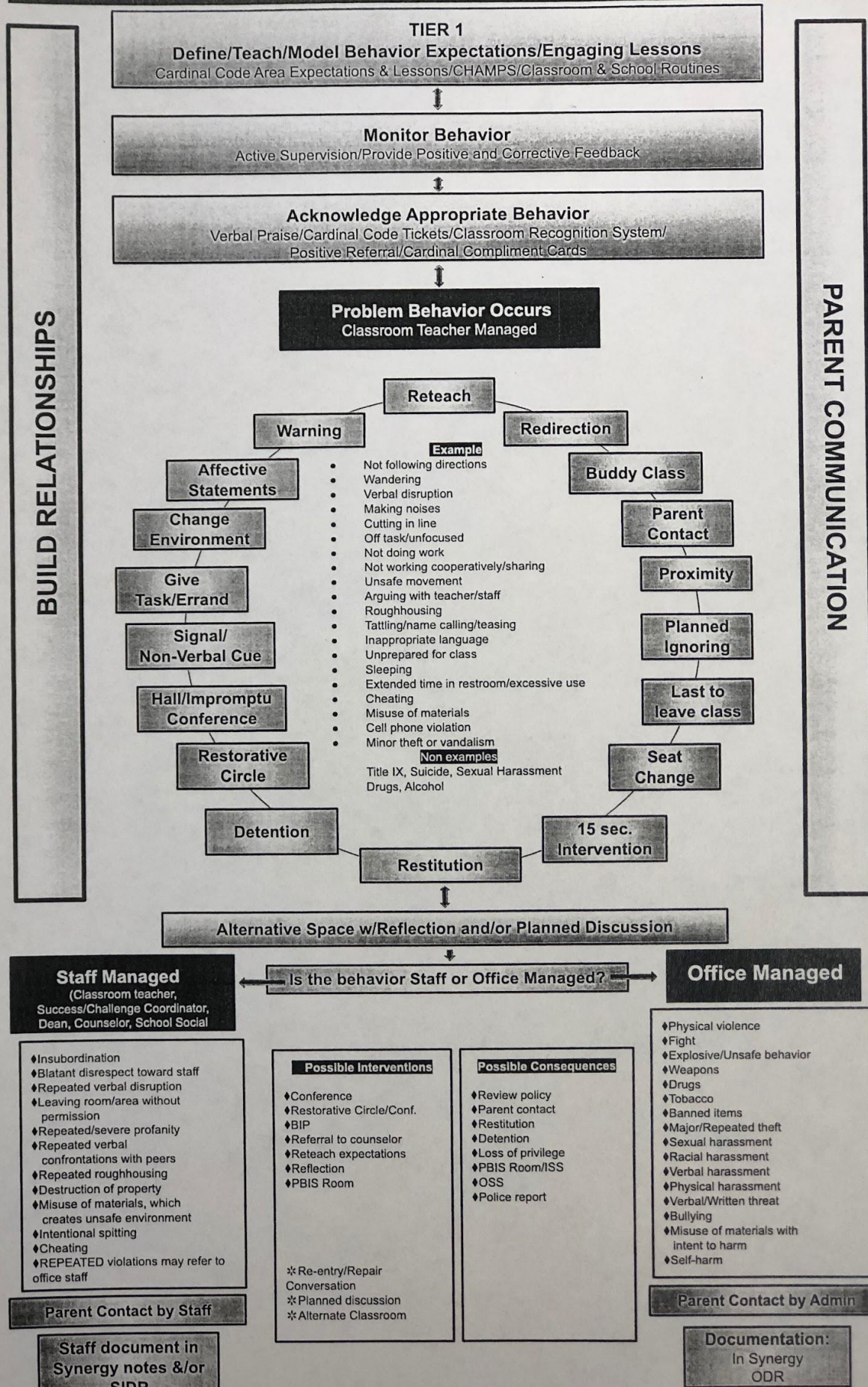
- [Cardinal Code Correction Procedures](#)
- [Strategies to Manage Minor Behavior](#)

CEC4: Student status - Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.

CEC5: Norms for learning - Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

- [CHAMPS Classroom Activity Worksheet Samples](#)
- Implement Effective Teaching Practices from CHAMPS

Davison Behavior Intervention Process



Student Discipline: General Guidelines

CORPORAL PUNISHMENT

In accordance to state law, at no time shall corporal punishment be administered to students. This includes, but is not limited to, the use of a paddle, threat to do harm, humiliation and/or intimidation.

CLASSROOM DISCIPLINE

Teachers are most effective when they manage their own normal classroom behavior problems. It is important that students understand your classroom behavior expectations. Teach, reteach, and enforce them regularly.

Teachers are expected to prepare and present a full period engaging lesson. Use variety in your lesson design; no direct instruction activity should be more than 5 - 10 minutes. Get students out of their seats at least once during the period.

Refer to the following:

- [DMS Classroom Management Checklist](#)
- [DMS Best Practices for Instructional Design and Delivery](#)
- [Cardinal Code Correction Procedures](#)
- [Strategies to Manage Minor Behavior](#)

FORGERY/PLAGIARISM

Plagiarism and forgery are unacceptable. Classroom problems involving forgery and plagiarism should be handled by the individual teacher. Teachers may document this offense by submitting a referral to the office. No further administrative action will take place unless it becomes a chronic problem.

PBIS = POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT

Students are only assigned to the PBIS Room by an administrator, or as part of a comprehensive written behavior plan. Teachers cannot send students directly to the PBIS room unless previously arranged by an administrator. When students are assigned to PBIS, their teachers will be notified by email along with a request for class work issued by the PBIS supervisor. Please respond promptly to these requests. Providing work to the student is required by the teacher as we are legally required to provide work to students who have been removed from their regular classes.

The PBIS room should not be used for test make-ups. Students who should not stay in your class with a guest teacher (administrator approval needed) need to go to the office prior to checking in to PBIS; students MAY NOT put themselves in PBIS at anytime! Please make a note of this in your sub plans.

OUT OF SCHOOL SUSPENSION

Administrators may elect to suspend a student out of school. In this case, you will be notified and students will be allowed to make-up class work missed due to suspension.

SNAP SUSPENSION

Every effort must be made to handle the behavior problem in the classroom before SNAP suspending a student. The use of [Alternate Classroom](#) and [Planned Discussion](#) strategies should be used prior to a SNAP, if at all possible. Snap suspension should be used rarely and only one time per student.

Teacher Procedures:

1. Teacher sends a suspended student to the office with the SNAP pass.
2. Teacher personally contacts parents within 24 hours of the incident and relates to the parent the conditions of the suspension. Parents must be invited to the school for a parent - teacher conference. An administrator will be present, if requested.
3. Teacher contacts an administrator and/or counselor to be at the meeting if either the teacher or parent requests their presence.
4. Teacher fills out the SNAP SUSPENSION FOLLOW-UP form, explaining the reason for the suspension, verifying the conference and outlining the results of the conference. Form is turned into the Guidance Office secretary and recorded on the student's discipline record. This form must be turned in for all SNAP suspensions.

PLACING STUDENTS IN THE HALL

It is recognized that on occasion students need a "time out" in the hallway for misbehavior. Be aware you are legally responsible for students whether they are in the classroom or in the hall. Guidelines for placing a student in the hallway are as follows:

1. Limit the time in the hall to 5 minutes, or less
2. Send one student out in the hall at a time.
3. Keep your door open to better supervise the student's behavior; keep the student in your vision.
4. Please avoid 4th hour due to the heavy volume of lunch traffic.

STUDENT HALL/BATHROOM PASSES

Students must use their Agenda Book as their pass to leave the classroom. Do not allow a student to leave the classroom without a signed hall pass in the designated section of their agenda book.

Students will be escorted back to class if found without their signed pass in their agenda book. If they have lost their agenda book, a replacement can be purchased for \$5.

TARDY VIOLATION PROCEDURES

CELL PHONE VIOLATION PROCEDURES

Professional Collaboration & Communication: [5D+ Rubric](#)

PCC1: Collaboration with peers and administrators to improve student learning - Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.

- [2021-22 Professional Development Dates](#)
- [2021-22 DMS Staff Meeting Dates](#)

PCC2: Communication and collaboration with parents and guardians - Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.

PCC3: Communication within the school community about student progress - Teacher maintains accurate and systematic student records. Teacher communicates student progress information - including both successes and challenges - to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.

- [DMS Grading Policies & Reporting Dates](#)
- [DMS Attendance Reporting Procedures](#)

PCC4: Support of school, district and state curricula, policies and initiatives - Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.

- [Advisory Curriculum Council](#)
- [Davison Community Schools - Board Policies](#)
- [Davison Community Schools - Teacher Handbook](#)
- [Davison Community Schools - Parent and Student Handbook](#)

PCC5: Ethics and advocacy - Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

Teacher Odds & Ends

ABSENCES

Teacher Responsibility If Absent

Have the following available for the guest teacher:

- Include DMS Guest Teacher Procedure and ask the sub to review this with students!
- Lesson plans which are sufficiently clear and detailed to allow for instructional continuity.
- Lesson plans that have enough instructional activities to keep kids engaged for the entire period.
- Seating chart
- Attendance book
- Classroom rules and signal for getting students' attention
- A designated student helper
- Tips that might make the day more enjoyable for the guest teacher
- Sub folders will be made available to you

We strongly suggest you have an **emergency** sub packet on hand if unusual circumstances arise. This emergency packet should not replace lesson plans. Be prepared. Lesson plans cannot be taken by phone by a secretary. Please work with another teacher to help out if you are suddenly ill or have an emergency.

Returning To School After An Absence Please complete a Teacher's Report on the guest teacher's work and return it to Patty Galea. Positive comments about guest teachers will be forwarded to that teacher!

CELL PHONE USAGE/TEXTING

Feel free to use your cell phone for calling and/or texting during your break, lunchtime, or during your conference period.

Cell phones should not be used for calling and/or texting while on the job (class time, work time, meetings, in-services or while supervising students). If you have extenuating circumstances, please see an administrator.

Please know that the office staff always answers the phones in the main office between 7 AM – 4 PM. You can rest assured that when your child/spouse calls with an emergency, you will be notified immediately. Depending on the situation, we will call your room, or send an adult to your room so you are free to talk. An emergency phone call is taken very seriously, voicemail will not be used.

CLASSROOM LOCATION

If you are holding class in a different location please post a sign on the door so that late students can locate their class. Please write where you will be on the whiteboard in the main office too.

CLASSROOM PARTIES

Classroom parties are not permitted unless special permission is granted by an administrator. If a class is having a lunchtime party, please give the kitchen personnel **2 days** notice so that they can plan accordingly.

CLASSROOM VISITATION AND TEACHER EVALUATION

As often as possible, administrators will visit your class for the purpose of observing the teaching/learning process

in your classroom. Please think of these visits as positive! We want to be highly visible in this building and support your efforts. It's important for us to know what's going on.

- [PIVOT LOG IN](#)
- [COMPLETING YOUR SELF-ASSESSMENT](#)
- [WRITING A GROWTH PLAN](#)
- [TEACHER EVALUATION - STUDENT GROWTH COMPONENT](#)

COPY WORK

Copy work of any magnitude shall be done at the district copy center. Please complete the necessary copy request form provided in the office. Each teacher will be issued an access code to the copy machine located in the office. You will be limited to making 100 copies a month or 1000 copies per school year. After you have finished making copies, make sure you clear your access code.

CUSTODIANS

Custodians are vital to the operation of our building and your cooperation with them is important. Please complete a CUSTODIAL/MAINTENANCE REQUEST if you need something specific done.

Out of consideration for the custodians, please have your students keep the rooms picked up and orderly.

- [MEET OUR CUSTODIAL STAFF](#)

KEYS/FOBS AND BUILDING SECURITY

Keys and building fobs are issued from the office. It is very important that these keys always be accounted for and not loaned to others. Building security is of utmost importance at all times. Please lock doors, windows, and equipment when you leave your work area

Davison Middle School has a security system which is why it's important to follow the fob procedures. Anyone entering the school after the alarm has been set will activate a silent alarm and police will be dispatched. There is a charge to the district for these "false" alarms. Make arrangements with the building principal if you wish to enter the building during shut-down times.

LEAVING THE BUILDING

Teachers are not permitted to leave the school building during the school day (except during their lunch period) without prior approval of an administrator. If you must leave for some reason during your conference period, you must notify the principal's office in advance, and you will be charged with the appropriate kind of leave time (example: sick time, school business time, etc).

MONEY AND VALUABLES LEFT IN TEACHER'S DESK

Never leave money or valuables in your room. We do have facilities to secure money or valuables in the office and would be happy to store them for you. Please make it clear to your students that school is no place for valuable items such as "iPods, cell phones, cameras, electronic games", etc. The school cannot be responsible for the safety of these and other valuable items.

SOCIAL MEDIA

Please review the Davison Board of Education Policies: [SOCIAL MEDIA](#) and [ELECTRONIC COMMUNICATIONS](#)

STAFF MEETINGS

Staff meetings will be scheduled subject to provisions of the Master Agreement. After school staff meetings will begin promptly at 2:35pm. All staff members are expected to attend regularly scheduled staff meetings with the exception of coaches who have a game that directly conflicts with a meeting. Staff must personally notify the principal in advance if they cannot attend due to an emergency or an above mentioned coaching conflict. Staff who miss a staff meeting should make up the meeting the following day at 7:00am. Please see the Assistant Principal if also absent from the make-up meeting.

TEACHER CONFERENCES

There is a limited amount of professional development money targeted for teacher conferences. When possible, teachers shall be permitted to attend conferences of their choosing. All conference requests must be submitted to the Principal for pre-approval. Conference/mileage reimbursement forms are available in the filing cabinet in the staff lounge. Receipts for travel, meals, etc. are **required** for possible reimbursement.

TEACHER INJURY

In the event of an injury at work, notify an administrator immediately. Secure an accident form from Andrea McGlashen, fill in pertinent information and return it as soon as feasible. The Davison Community Schools have agreed to use the Hurley Occupational and Urgent Care Center for assistance in any work related injury.

Hurley Occupational Clinic
Lapeer Urgent Care (location used primarily)
1794 N. Lapeer Rd. Suite D
Lapeer, Michigan 48446 Telephone 810.969.4401
*There are also clinics in Grand Blanc, Clio, and Flint

Tech Tips

Google Classroom

[Cheat Sheet for Teachers](#)

[Cheat Sheet for Students](#)

[Topic Entering for Google Classroom - created by Anthony Derosa](#)

[Google Classroom Notifications - created by Nate Clark](#)

[Synergy Grade book Synced to Google Classroom](#) - (Classes already set up in Google Classroom)

[How to Connect Synergy Grade Book to Google Classroom](#)

[Virtual Classroom Support](#)

This DCS Coordinators page includes tutorials on how to:

- make a class website with Google Sites
- make Interactive Google Sides with Pear Deck
- use Google Jamboard for remote teaching
- teach remotely with Flipgrid
- make video tutorials with Screencastify

