

# **Davison Community Schools**

## **District Teacher Handbook**



### ***Davison Community Schools Mission Statement***

*Where Kids Come First and Futures Begin*

*Connections\*\*Curriculum\*\*Opportunities*

**2023-2024**

# Purpose of District Teacher Handbook

The purpose of the District Teacher Handbook is to provide information to all teachers (or Davison Education Association members) in the district in a standardized form. This handbook serves as an addendum of sorts to the Employee Handbook as it contains additional information that pertains specifically to teachers. Some buildings may provide individual building handbooks that will provide information to teachers that pertain to the specific building(s) for which they have been assigned.

None of the information in employee or teacher handbooks is intended to replace information in the Master Agreement between the Davison Education Association and the Davison Board of Education.

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**DAVISON COMMUNITY SCHOOLS**  
**K-12**  
**Common School Calendar**  
**2022/2023 – 2026/2027**

Davison Community Schools, along with other schools with the Genesee County Intermediate School District, participates in the Common School Calendar as required by law. Dates for Winter and Spring Breaks have been set through the 2026/2027 school year.

	<b>Winter Break</b>
2022/2023	Begins Friday, December 23, 2022 Classes Resume Tuesday, January 3, 2023
2023/2024	Begins Monday, December 25, 2023 Classes Resume Wednesday, January 3, 2024
2024/2025	Begins Monday, December 23, 2024 Classes Resume Monday, January 6, 2025
2025/2026	Begins Monday, December 22, 2025 Classes Resume Monday, January 5, 2026
2026/2027	Begins Thursday, December 21, 2026 Classes Resume Monday, January 4, 2027

	<b>Spring Break</b> begins on the Monday of the last week in March.	<b>Good Friday</b>
2022/2023	March 27 – March 31, 2023	April 7, 2023
2023/2024	March 25 – March 29, 2024	March 29, 2024
2024/2025	March 31 – April 4, 2025	April 18, 2025
2025/2026	March 30 – April 3, 2026	April 3, 2026
2026/2027	March 29 – April 2, 2027	March 26, 2027

## ADMINISTRATIVE ORGANIZATION

### Central Administration

The Administrative Office for Davison Community Schools is located at the southeast corner of Oak Road and Davison Road.

Address: 1490 N. Oak Rd.      Phone: 810-591-0801

Superintendent	Matthew Lobban
Executive Director of Student Services	Amy Chorley
Director of Special Education	Dana Melaragni
Director of Business Services	Joshua Evans
Director of Curriculum & Grants	Angela Hards
Director of Human Resources & Operations	Christine Kuzinski
Director of Public Information, Community Outreach and Culture/School Safety Liaison	Michelle Edwards

### Building Administration

The building principal is the administrative head of his or her particular building and is responsible for all instructional and non-instructional activities. Immediate concerns from an individual or group of teachers should first be brought to the attention of the building principal. The building principal may refer concerns to the appropriate central office administrator.

#### Elementary Buildings:

Central Elementary	Melissa Williams
Gates Elementary	Natalie Miller
Hill Elementary	Jennifer Burke
Siple Elementary	Christy Flowers
Thomson Elementary	Andrew Criswell

#### Hahn Intermediate:

Principal	Verle Gilbert
Assistant Principal	Keri Collins
Dean of Students	Amy Renye

#### Middle School:

Principal	Josie Paquette
Assistant Principal	Cayla Dowdall
Dean of Students	Christopher Wilson

#### High School:

Principal	Jerry Piger
Assistant Principal	Andrea Ferguson
Assistant Principal	Julie Malenich
Athletic Director	Dave Beamer
Dean of Students	Charles (Mike) Williams

#### Alternative Ed High School:

Principal	Thomas (TJ) Fischhaber
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## BOARD OF EDUCATION

The Board of Education is elected by the voters of Davison Community Schools and sets administrative policies and procedures for the school district.

The Davison Board of Education traditionally meets the first Monday of every month at 6:00 p.m. Locations may vary but specific information can be obtained by contacting building principals or the superintendent's office. The Board of Education dates and times are listed on the Davison Community Schools' website: [www.davisonschools.org](http://www.davisonschools.org).

Davison's Board of Education for the 2023/2024 school year:

Karen Conover  
Holly Halabicky  
Alicia Hensley  
Kurtis McMahan  
Diane Rhines  
Matthew Smith  
Granger Stefanko

### BOARD GOALS

The Board of Education has set the following goals for the Davison School District:

#### *School Climate Goal*

Davison Community Schools will develop and maintain a cooperative, safe and respectful environment.

#### *Resources Goal*

Davison Community Schools will maximize its resources.

#### *Instructional Goal*

All students will achieve academic success through quality instruction and support.

# TEACHER RESPONSIBILITIES

## Confidentiality

Teachers are required to exhibit ethical and professional behavior with respect to the confidentiality of student academic records, disciplinary records or classroom/school situations.

It is unethical to discuss a specific student's behavior or academic concerns with people who have no professional experience with that student.

## Name Badges

All Davison employees are provided with picture IDs and are expected to wear them at all times when working in the school district.

The name badge also serves as an employee pass to all home athletic events.

If the name badge becomes lost or a name change occurs, please contact **Michelle Edwards** in the Communications Department at **591-0852**.

## Keys and/or Key Fobs

Keys and key fobs are issued from building offices to be used in the area that you work. It is your responsibility to account for keys and fobs and not loan them to others.

Keys and fobs are the property of the school district and must be returned upon separation from the district.

## Care of the Classroom/Building

The general appearance of a classroom is the responsibility of the teacher(s) who uses it. The room should be kept neat and orderly so as to be conducive to student learning.

Money and other valuables should not be left in the classroom. The school or district cannot be responsible for the safe keeping of these items.

All classrooms should be locked at all times.

## Care of Classroom Materials

The district provides teachers with textbooks and other materials to deliver the adopted curriculum to students. Care should be used in storing and managing these materials. These textbooks and materials belong to the school district and must not be taken out of the assigned classroom and moved to another classroom or building without the permission of a building administrator(s).

All furniture purchased with district or PTO funds must remain with the building. Teachers are also expected to maintain the furniture. Permission of the building principal is needed before moving furniture from one room to another.



## Care of Classroom Computers

Each teacher has a computer in the classroom specifically designated for teacher use.

Teachers should not leave grades and attendance programs open on computers when they are not at the computer. Gradebooks and any other sensitive materials saved on the network must be password protected.

Teachers should not leave their computers on and logged into the network when they are not in the room. Computers should be “locked” when leaving the room and should be turned off overnight or over the weekend. (To “lock” a computer: hold down the control/alt/delete keys, press enter. To “unlock” a computer: re-enter your network password.)

Teachers should use e-mail lists appropriately. Users may not use the electronic mail facility to send unsolicited, bulk, chain, harassing, anonymous, or other messages which are an annoyance to the recipient or which may cause a degradation of system performance. Teachers should also be diligent about deleting unnecessary mail from their e-mail inbox.

Teachers should never save Internet passwords in the web browsers.

Teachers should report to the technology department any suspicious activity by students or other staff members in regards to computers, the network, Internet filters, etc. or inappropriate use of any technology equipment or software.

District computers are only to be moved by the district technology department.

All technology work orders should go through the District’s Helpdesk, which can be found at [www.davisonschools.org](http://www.davisonschools.org), under Staff Pages, then Technology Helpdesk.

(See the Employee Handbook for the District’s Acceptable Use Policy for computers.)

## Building/District Communication

It is important for teachers to check their school mailbox before and after school. Since most communication within buildings and the district is done through e-mail, it is also necessary to check e-mail daily. By doing so, teachers will receive all building and district level information in a timely manner.

## Communication with Parents

Communication is vital in establishing and maintaining a positive partnership with parents to foster student success.

Teachers are expected to regularly proactively communicate with parents. Some effective ways Davison teachers use to communicate with parents include newsletters, e-mail, telephone calls, written notes, personal conferences, Cardinal compliments, web pages, apps, and Parent Web.

Should a parent reach out with an inquiry regarding their student's success, the District expects that a communication response to the parent will be sent within 24 hours.

## Classroom Telephones/Cell Phone Usage

Each classroom has a telephone with access to an outside line. These phones are intended for school business use during the course of the teacher's instructional day. Long distance telephone calls are restricted for school business only. Teachers should check their voicemail daily.

Personal cell phones should only be used during a teacher's non-instructional time. When not in use, cell phones should be either turned off or placed on vibrate so as not to disrupt instruction for students.

## Teacher Absences

**REMEMBER** to set up/update your personal profile with Red Rover before submitting absences with Red Rover.

Teacher attendance is important for delivering quality instruction to students. If it is necessary to be absent during a student day, please follow these procedures:

Sick Days: In case of illness, please either log on to [www.redrover.k12.com](http://www.redrover.k12.com) or call **1-810-591-0810** to submit your sick day at least one hour prior to the beginning of the contractual teacher day. The earlier the better!

Personal Day: Teachers are allowed two personal days each school year. Notification for a personal day must be made by submitting an absence through Red Rover to the building principal by 4:00 p.m. prior to the day of absence.

Sick Day Converted to Personal Day: Teachers are allowed to convert one sick day to a personal day each school year with approval from the building principal by submitting a ***Sick Day Conversion Request Form*** to the principal at least 48 hours prior to the absence.

School Business: Teachers may be granted school business days during the school year. Requests for these days must be submitted on Red Rover to the building principal and approved by the principal and the Personnel Office.

## Leaving the Classroom

Teachers are required to be in the classroom during the hours they are assigned classes or students. Unless there is some emergency, there should be no reason for leaving the classroom. Teachers can be held responsible for any accident that happens in a classroom especially if students are left unsupervised.

## Leaving the Building

Teachers are required to be in the building during the hours set by the Master Agreement. No teacher is to leave the building during contract hours (except for lunch) without administrative approval.

Planning periods are provided for teachers to plan for classroom activities, communicate with parents, assist students, attend IEP meetings, or meet with administration and/or colleagues.

## Inclement Weather or Emergency Days

The Superintendent is empowered to decide whether schools will close due to inclement weather or any other emergency. An arrangement has been made with local radio and television stations to announce if school is to be closed. Teachers do not have to report for work when school has been cancelled due to inclement weather or a similar emergency.

If it becomes necessary to dismiss students after school has begun, teachers may leave as soon as supervision of students is complete.

(Please refer to Article IV of the Master Agreement for more specific information.)

## Lesson Plans

Quality lesson planning is essential to effective teaching. Teachers should always have lesson plans completed and available three to five days in advance and their lesson plans should contain the following information:

1. The Standard that aligns with the lesson (required by state law, MCL 380.1249 2 (e) ((i))
2. The Learning Target(s) aligned to the standard
3. Success Criteria for the learning target
4. Performance Task(s) for the lesson
5. Materials/Resources including text pages/websites... used in the lesson
6. Period (secondary) or time frame (elementary) for the lesson

Lesson plans must be available at all times and easy to locate in the event the teacher is absent. Lesson plans should be dated so a substitute teacher would know what lesson to use during a teacher's absence.

## Curriculum Outlines/Common Assessments

The District has in place an Advisory Curriculum Council (ACC) that approves curriculum outlines. These are available to all teachers and are to be used in planning instructional lessons for students.

District common assessments are to be given to students during the designated time frame, and the results may be required to be sent to the District Curriculum office or the building principal for compilation.

## District “Standards Referenced Grading” Student Assessment Guidelines

The Davison Community Schools believe that all students can learn and grow. In order to ensure a consistent system for assessing students’ academic growth, achievement, performance, progress and learning, the District has implemented a Standards Referenced Grading (SRG) system. It is an expectation of the District that all teachers:

- Teach and assess a common curriculum.
- Differentiate instruction and assessment to ensure all students have the opportunity to demonstrate proficiency and achieve academic success.
- Use formative assessment to continually monitor and assess student knowledge and understanding of content and determine when students are ready for a summative assessment.
- Re-teach and re-assess when necessary to ensure student learning.
- Administer common unit assessments as required by the District’s Advisory Curriculum Council (ACC).
- Implement a grading scale in which at least ninety percent (90%) of a student’s grade is determined by summative assessment (common unit assessments and agreed upon interim assessments required by ACC).
- Allow all students at least one opportunity to retake or redo common summative unit assessments, portions of the assessment, or provide them an alternative assessment to demonstrate proficiency/mastery after re-teaching and/or providing students additional learning opportunities.

*\*Notes:*

- *Summative assessments should only be given when the majority of the students have demonstrated they are prepared for the assessment.*
- *In order for students to qualify for a retake/redo of a common summative unit assessment, they must have completed the majority of the assigned work in that unit prior to taking the initial assessment.*
- *Students may be permitted to retake/redo assessments at the teacher’s discretion.*
- Develop grade level, departmental and/or course policies and procedures for administering retakes/redos so that all students have multiple (at least two) opportunities to demonstrate proficiency on summative unit assessments.
- Develop alternative assessments to meet the needs of special education students.

## Field Trips and Excursions

All student trips involving an overnight stay of more than one night must be approved in advance by the Board of Education (see Policy 2340). In considering such requests, the Superintendent and the Board will be interested in the information listed in the following checklist. The amount of detail required may vary according to the complexity of the trip, the number of students involved, the distance from Davison, etc. It is understood that some of the details outlined below may not be complete at the time Board permission is sought, but WILL be complete in advance of departure.

NOTE: Board authorization of the overnight trip MUST be obtained BEFORE engaging students in planning, undertaking fundraising, etc.

1. Dates of proposed trip.
  - a. Will students miss days of instruction? If so, how many?
2. Destination and itinerary.
3. Educational purpose of trip.
4. Mode of Transportation. If private vehicles will be used, additional precautions will be necessary. Will disability transportation be needed? If traveling by bus, is there an arrangement to meet with drivers in advance of trip to discuss rules & expectations?
5. Primary adult sponsor.
6. Number and grade levels of students to be involved.
7. Expected total cost. Expected cost for each student. If some of the cost is to be absorbed by the District, how much and by what budget?
8. Will there be opportunities for student fundraising? If so, what percentage of the total cost can be offset by fundraising?
9. Are there arrangements for scholarships?
10. Adult chaperones. Ratio of chaperones to students. Number of chaperones who are school district employees. Names of chaperones (if known). Do chaperones understand their responsibilities (no smoking, no drinking, responsibility for monitoring a group of students, etc.)?
11. Travel and lodging arrangements. Are these arrangements being made by a commercial tour operator? If so, do you have evidence that the tour operator is reliable?
12. Procedures for ensuring security, safety and appropriate behavior of student participants at all times (e.g. Verification that all students are accounted for at frequent intervals, rules about traveling in pairs or in groups, security

arrangements in the hotel during the night). Will students be pre-assigned to chaperones? Will students ride same buses as their chaperones?

13. Student Compliance with Rules and Regulations. Written list of rules for student participants, including reminder that student code of conduct rules remain in effect during the trip. Procedure for handling students who fail to obey rules of conduct and/or chaperone directives.
14. Emergency procedures. A medical and emergency information form must be completed by the parents/guardians of each student participant, which will include pertinent medical information (current conditions and/or medications, known allergic reactions, authorization to seek treatment in case of emergency). Will any of your chaperones be health care professionals? Procedure for dispensing medication and accommodating the routine medical needs of student participants. Fan-out procedure for communicating with parents in the event of a group emergency or change in travel plans.
15. Information for parents and school officials. Will there be a parent meeting in advance of the trip or some other opportunity for parents to learn the details of the trip and ask questions? Plans to provide parents and the Principal with a detailed itinerary which includes addresses and telephone numbers of lodgings in the event parents need to contact a student in an emergency. In addition, the Principal must be provided a list of student participants and adult chaperones. Cell phone numbers of adult chaperones should be made available to the Principal.

## Animals and Plants in the School

Persons bringing animals into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates and invertebrates, and toxic plants such as poison ivy or sumac, may be brought into the classroom for educational purposes. They must also be appropriately housed and/or humanely cared for and properly handled.

Under no circumstances are animals to be transported on school buses. Skunks, ferrets, raccoons, opossums and bats are not permitted inside school facilities or on school grounds. Felines and canines must be inoculated against rabies at the student's expense and verification must be provided to the administration before such animals can be brought into school.

Teachers must assume primary responsibility for the humane, proper treatment of any animal in the classroom.

Where possible, parents should be notified in advance regarding the presence of animals in school in order to accommodate the needs of those students with possible allergic conditions.

## Peanut (tree nut) Allergies

Peanut (tree nut) allergies can be very serious and even fatal. It is **imperative** that you follow the established District guidelines.

Due to increased peanut/tree nut allergies of students and staff, we do not allow peanuts, tree nuts or other nut products in any classroom K-12.

Copies of the Food/Peanut/Tree Nut Allergy Guidelines are posted on the District's website: **Parents Tab – More – Health Information** in the Parent's Directory. Please familiarize yourself with these guidelines in order to implement them fully.

## Sensitivities to Fragrances

Students, staff, teachers and guests have different sensitivities and/or allergies to scents like perfumes, colognes and diffusers.

Employees should refrain from wearing, spraying or diffusing strong scents and the excess use of fragrances.



## **Davison Community Schools**

### **Staff Dress Guidelines**

Revised: December 2007

Effective: January 2008

- Teachers are considered professionals and should dress accordingly.
- It is recognized that certain activities and classrooms may require concessions to the dress code and will need to be approved by building administration. (i.e. art projects, field trips, some science project)
- Jeans may be worn with building administration approval.

#### **MEN**

##### **Acceptable Attire:**

Business suits  
Sport coats, blazers  
Dress slacks  
Dockers style slacks  
Khaki slacks  
Dress corduroy slacks  
Shirts: Oxford style dress shirts  
Polo style  
Band collar  
Turtlenecks  
Sweaters  
Ties  
Leather deck shoes  
Loafers  
Dress shoes

##### **May Be Acceptable:**

Denim shirts, if worn with acceptable slacks or under a sport coat  
Sweatshirts, if worn over a turtleneck or other collared shirt

##### **Unacceptable as Professional Dress:**

Tanks tops, sleeveless shirts  
Sandals  
Overalls  
Sweatpants  
Beach shoes; all rubber & plastic shoes, ex. Crocs/Flip Flops

#### **P. E. Teachers**

##### **Acceptable Attire:**

Jogging suits  
Shorts (weather permitting) & of appropriate length  
Athletic apparel  
Tennis shoes  
T-shirts (in good condition)  
Sweatshirts

#### **WOMEN**

##### **Acceptable Attire:**

Business suits  
Sport coats, blazers  
Dress slacks  
Dockers style slacks  
Khaki slacks  
Dress corduroy slacks or skirts  
Capri pants  
Skirts (modest length)  
Conservative dresses  
Skorts (modest length)  
Denim jumpers, dresses or skirts  
Shirts: Oxford style  
Turtlenecks  
Polo style  
Blouses  
Sweaters  
Sandals  
Leather deck shoes  
Loafers  
Dress shoes  
Dress boots

##### **May Be Acceptable:**

Denim shirts, if worn with acceptable attire  
Shorts, if appropriate length and part of a dressy ensemble  
Sweatshirts, if worn over a turtleneck or other collared shirt

##### **Unacceptable as Professional Dress:**

Stretch pants, spandex apparel  
Halter tops (or tops which reveal the midriff)  
Low cut tops  
Denim overalls  
Tank tops  
Beach shoes; all rubber & plastic shoes, ex. Crocs/Flip Flops

**Davison Community Schools  
DEA Sick Leave Bank Rules  
(Revised –April 25, 2019)**

**Purpose**

The Sick Leave Bank was established for all members of the Davison Education Association (DEA) effective September 1969. The Sick Bank is designed to provide temporary assistance to members in the event of unexpected illness, disability, and/or pregnancy. Employees are not obligated to be a member of the Sick Bank. As of **November 11, 2013** the Sick Bank is a place where members can *borrow sick* days when their own sick days have been depleted.

**Sick Bank Committee**

A committee composed of three (3) persons appointed by the Davison Education Association (DEA) and three persons appointed by the Board of Education shall administer the Sick Leave Bank. The committee shall establish its own rules and regulations for the administration of the Sick Leave Bank. A quorum of this committee shall consist of at least two (2) Board and two (2) Association representatives. In the case of a tie vote, an impartial party will determine the final decision on the request from the Sick Bank. The members of the Sick Bank Committee shall agree upon the third party.

The function of the committee shall be:

- 1) To oversee the proper utilization of the sick leave bank.
- 2) To establish procedures and guidelines that enables the Sick Leave Bank to be viable to DEA employees who choose to be members.

Decisions made by the Sick Leave Bank Committee shall be final and binding on all parties.

**Eligibility and Conditions**

A participating employee shall be eligible and have access to the Sick Leave Bank pursuant to the Sick Leave Bank rules and procedures.

Full eligibility to the Sick Leave Bank does not begin until the beginning of a teacher's fifth year in the Davison School District. The maximum number of sick days that can be drawn from the Sick Leave Bank will be determined by the teacher's months of service to the district. Teachers in their first four years of service to the district may be allowed up to one (1) day from the sick bank per month worked during their time of service.

For example, for the 2018/2019 school year, a teacher whose first day of work was August 13, 2018, may be allowed up to one (1) day from the sick bank on September 13, 2018; up to two (2) days from the sick bank on October 13, 2018; . . . up to ten (10) days from the sick bank on June 13, 2019.

New members with pre-existing conditions shall not be eligible to receive days from the sick leave bank for these pre-existing conditions for one (1) year following the date of membership in the sick leave bank.

Before applying to the Sick Leave Bank for additional days, a member must use accumulated sick days as follows:

- A member with less than 40 accumulated sick days must use all sick days before applying to the Sick Leave Bank for additional days.

- A member who has accumulated at least 40 sick days but no more than 60 sick days must use all but 5 days before applying to the Sick Leave Bank.
- A member who has accumulated more than 60 sick days must use all but 10 days before applying to the Sick Leave Bank.

When applying to the Sick Leave Bank, members will have a ten (10) day wait period before drawing Sick Leave Bank days. If the member does not have enough accumulated sick days to cover the ten days, then the member's pay will be docked for the number of days needed to reach ten days.

Requests must be submitted no later than thirty (30) days after the member's return to work.

Members may use days from the Sick Leave Bank in the same manner as individual sick days and will be paid for such days on the same basis with the following exception: a member may use a maximum of ten Sick Leave Bank days per year for illness in the immediate family as defined in the master agreement.

A member of the Sick Leave Bank will lose the right to use the benefits of the Sick Leave Bank by:

- Termination of employment with the Board of Education of Davison Community Schools.
- Suspension without pay during the period of suspension.
- A member's voluntary cancellation of his/her membership in the Sick Leave Bank, as of the effective date of the cancellation.
- A member's written authorization to discontinue annual contribution of sick leave day(s) as of the date the contribution becomes due.
- Any abuse or misuse of the Rules of the Sick Leave Bank.
- If a member has been approved for a Sick Leave Bank grant and they are no longer employed by the Davison Community Schools, then the Sick Leave Bank grant will be automatically rescinded on the first day following the termination of employment with Davison Community Schools.
- Suspected abuse or misuse of the Sick Leave Bank shall be reported to the Assistant Superintendent. The Assistant Superintendent will investigate such allegations. If the investigation results in findings of wrong doing, the employee, Davison Community Schools, and the DEA shall be notified and the employee shall repay all sick leave days and shall be subject to disciplinary action as deemed appropriate by the School Board.

No member will be credited with Sick Leave allowance while drawing from his/her own accumulated sick leave, or the Sick Leave Bank, until he/she has reported back to work.

No member who is receiving payment under a short-term disability insurance policy shall at the same time be eligible for the Sick Leave Bank.

No member who is receiving payment under a long-term disability insurance policy shall at the same time be eligible for the Sick Leave Bank. A member must use long term disability as soon as they are eligible rather than continue to draw Sick Leave Bank days.

A member who is on a worker's compensation leave, as outlined in Article IX, Section L of the Master Agreement, may only draw from the Sick Leave Bank the difference between full pay and

the benefits received under worker's compensation for the duration of the absence or until the member is eligible for long term disability insurance, whichever is less.

Sick Leave Bank grants will not be authorized for illness or disability resulting from intentional self-inflicted injury.

Sick leave grants from the Bank shall be in units of not more than thirty (30) consecutive duty days.

Members using days from the Sick Leave Bank cannot be actively employed or increase activity in an ongoing venture that would increase monetary gain while benefiting from the Sick Leave Bank

Sick Leave Bank grants to members will not carry over from one (1) fiscal year to another; all grants will end at the termination of the school year. If a member does not use all of the days granted by the Sick Leave Bank, the unused sick leave days will be returned to the Sick Leave Bank.

### **Applying for Use of Sick Bank**

A physician's statement and the Certification of Health Care Provider form must accompany any Sick Leave Bank request. The Sick Leave Bank Committee reserves the right to demand that the Board's physician verify, at the Board's expense, the employee's illness/disability.

Applicants should submit first time requests and subsequent additional requests to Sick Leave Bank prior to the expiration of personal sick days and or borrowed days.

Applications must be completely filled out and be signed by the attending physician in the medical section.

### **Sick Bank Contributions**

When the Sick Leave Bank is depleted, each member will contribute one (1) day of his/her sick leave. If the member's sick leave is depleted, his/her one (1) day contribution will be made by deducting from the member's salary one (1) day's pay to be computed as defined in Article IV, B-1. Such contributions shall be voluntary; however, if a contribution is not made, the member will no longer be a member of the Sick Leave Bank and forfeits access to the Sick Leave Bank. The member may elect to rejoin the Sick Leave Bank effective the first day of a subsequent school year or at any general Sick Leave Bank assessment. The assessment to rejoin shall be the number of days assessed other members during the time the employee was not a member of the Sick Leave Bank.

New employees who wish to become members of the Sick Leave Bank shall contribute one day for each Sick Bank assessment starting from their first day of employment to the date that they wish to join the Sick Leave Bank.

In the event that a member begins a school year on sick leave and requests days from the Sick Leave Bank, that member will donate his/her new contract year's sick days upon returning to work. A maximum of ten (10) days will be returned to the Sick Leave Bank.

### **Repayment of Days to Sick Bank**

A recipient who remains a teacher of the Davison Community Schools shall repay the days borrowed at the rate of at least two (2) sick days per school year until the loan has been repaid. A recipient may pay back more than two (2) days in a calendar year by notifying the Human Resources Department.

A recipient who leaves the Davison Community schools by separation, death or retirement must repay their balance owed to the Sick Bank by using any of their remaining Sick Days held in their account.

A recipient who dies or retires before being able to repay the balance of loaned sick days shall be forgiven said loan/debt.

Members who retire under teacher's retirement may donate up to 10% of their accumulated sick leave days to the sick bank.

Attendance: Sick Bank: Revised DEA Sick Bank Rules 4.25.19

**Davison Community Schools  
Professional Development Guidelines  
(For All Members of the Bargaining Unit)**

The following guidelines shall be used in the administration of state mandated five (5) days/thirty (30) hours of professional development (section 380.1527 of the Michigan School Code).

(These guidelines do not apply to the fifteen (15) day professional development requirement for all new teachers or the thirty (30) hours required for experienced teachers new to Davison. For information on these requirements, please call the Professional Development Secretary at 591-0810.)

**Definitions and Considerations:**

1. The professional development requirement is considered mandatory for all members of the bargaining unit under state law. Barring compelling mitigating circumstances or prior approval, any member of the bargaining unit who does not meet the professional development requirement in a school year may be subject to corrective administrative actions including, but not limited to adverse evaluation indicators and comments.
2. A “day” for this purpose shall be at least six clock hours in length. A “day” may be taken in one actual day or over several days, as long as the total clock hours equal at least six. Sessions must be at least one hour in duration. “However, the number of hours acquired during a calendar day may not be counted as more than one day of professional development.”  
- per memorandum of April 4, 2000 from the Michigan Department of Education.
3. A “year” for purposes of professional development shall be the fiscal year of July 1 through June 30. Sessions held during the summer break (after the last teacher work day in June and before the first teacher work day in August) may be counted for either the prior or next year as allowed by state law.
4. Prior approval will be required from the Director of Curriculum if seeking professional learning opportunities outside of district provided professional development. Members of the bargaining unit will be required to provide details of the requested professional development, including but not limited to purpose, date, time, location/mode. If the professional development is in person, then a prior approval professional development form will be provided for documentation of participation. The form must be

signed by the session presenter or other official at the time of the session. Any exceptions to the presenter signature must be made in advance with the curriculum office. If the professional learning is online, then members of the bargaining unit must provide in writing to the Director of Curriculum details of the session and the method to provide documentation of participation in the presentation. Once completed, the documentation must be provided to the Director of Curriculum for final approval.

5. Any teacher absent from school the day of an after school scheduled approved professional development activity AND absent from school the day after the scheduled approved professional development activity will not receive professional development credit for that activity.
6. It is the teacher's responsibility to pay any or all fees for professional development sessions outside the district (including those at the GISD) unless payment is authorized by the curriculum office prior to the session.

Teachers and administrators will work together to provide five (5) days/thirty (30) hours of professional development within the school day. Staff meetings are considered part of the regular school day.

1. It is the teacher's responsibility to make up all missed professional development.
2. All make-up professional development must be approved by the curriculum office and must be made up on a future date outside of the teacher work day.
3. Any teacher on leave during a given school year will have the option of making up the required professional development hours for the year or completing a prorated amount of professional development hours based on actual time worked.
4. In the case of a known leave of absence, professional development hours can be accumulated prior to the leave of absence provided the professional development has been approved by the curriculum office.

The following sessions will meet the district's requirements:

1. With prior approval from the Director of Curriculum, the session is part of a college level course that is not eligible to be considered for advancement on the teacher salary schedule.

2. With prior approval from the Director of Curriculum, other sessions that are appropriate to the professional development needs of the teacher.
3. Sessions that are part of the ACC process meet the professional development criteria. In addition, members of the district's ACC committee will also meet the criteria for any ACC meetings attended.
4. Curriculum activities/projects may be considered for professional development credit if pre-approved by the Director of Curriculum.
5. Alternative plans for compliance may be submitted to the Director of Curriculum for prior approval.
6. Mentoring of student teachers (nine hours) and mentoring of new teachers (nine, six, and three hours).

These sessions will generally not meet the professional development requirements:

1. Coaching and Schedule B workshops and conferences unless the Schedule B position is part of the teacher's regular assignment (e.g. vocal music, band, etc.)
2. Any workshops for which the member of the bargaining unit is the presenter. A presenter is defined as being the person who delivers the inservice training. A member of the bargaining unit who facilitates a professional development activity may receive professional development credit. A facilitator is defined as a person who may organize the training, introduce the presenter or activity but still participates in the activity and learning.

Payment for professional development days is as follows:

If summer professional development activities are counted for the current and/or the next school year, payment for the previous year's professional development will be paid in September of the next school year.

Request to Attend Professional Conferences

1. Requests by staff to attend/participate in professional conferences should first be directed to the assigned curriculum coordinator or building principal/supervisor.
2. The Director of Curriculum and curriculum coordinator or building principal/supervisor will work together to determine the feasibility of staff



attending professional conferences during the contractual work day. Factors such as staffing, dates of the professional conferences, conference fees, and related costs will be considered.

3. Staff attending professional conferences shall follow the procedures for requesting additional professional development if the conference sessions occur outside of the contractual work day.
4. All fees associated with attending a professional conference are the responsibility of the staff attending; the District is under no obligation to approve or pay for any portion of staff attending professional conferences.

#### Directions for Professional Development Make-up

1. Staff members are to notify their building principal/supervisor that they have/will miss a scheduled professional development. Staff should work with their principal/supervisor to develop a plan for make-up options.
2. Certified staff members who miss District Provided Professional Development can request make-up Professional Development credit by emailing the Director of Curriculum—the email must include the date and hours of the missed PD and a plan for making up the missed PD.
3. Upon review of the request, the Director of Curriculum will respond via email and include the PD Secretary. The Director of Curriculum may ask for additional clarification of the plan.
4. Once the request has been approved, the requester will follow the plan submitted.
5. Upon completion of the make-up PD, the certified staff member will submit documentation of completion to the PD Secretary.

#### Mentoring Guidelines for Non-Instructional “Teaching” Staff

State law (MCL 380.1526) states that teachers within their first three years of classroom teaching are required to be assigned a mentor and receive additional professional learning specific to new teachers by their employing district. Teachers new to a district with more than three years of classroom teaching are not required by state law to receive a mentor or additional professional learning. Furthermore, the state law does not apply to non-teacher certified “teaching” staff such as counselors, social workers, speech pathologists, annually authorized, and school psychologists. However, districts may provide a mentor or additional professional learning per local policy. Per Davison Community Schools practices, all certified staff members are required to have a District mentor.

Davison mentoring requirements for non-teacher certified “teaching” staff and their mentor:

- New to the profession (within the first three years) = 3 years of mentoring
  - 1st year 9 hours of professional development
  - 2nd year 6 hours of professional development
  - 3rd year 3 hours of professional development
- New to Davison (more than three years of experience) = 2 years of mentoring
  - 1st year 6 hours of professional development
  - 2nd year 3 hours of professional development

Mentoring is intended to happen throughout the school year. Mentoring logs, provided by the PD Secretary, are to be maintained by the mentor and mentee. Logs signed by the mentor, mentee and building principal are to be submitted to the PD Secretary by the last day of the school year.

## PROCEDURES FOR DEALING WITH THREATS OF STUDENT SUICIDE

When a school employee becomes aware of a student's suicidal tendencies or threats, either directly or through a third party, immediate action is essential. **"Threats" include any indications of possible or contemplated suicide even if not made in the form of a threat.**

### WARNING SIGNS

#### VERBAL

- ✓ A student is overheard expressing a suicidal wish to another student with comments like: "What's the sense of living?" OR "I just feel like I could die," OR "I'd rather die than...(go to school, to Dad's, etc.)," OR as one young child said, "I'd like to fall off the face of the world."
- ✓ A direct report is made to you by the student that he/she wants to die.
- ✓ Another person reports that he/she is concerned because a student is talking about or writing about committing suicide.

#### WRITTEN

- ✓ A suicidal ideation is discovered.
- ✓ Notes or other writings are interrupted that express a desire to die.
- ✓ Drawings or words on folders, books covers, etc. that could exemplify suicide

#### OTHER

- ✓ Signs, self-mutilation—slashes, markings, carvings on a student's body—many times on the arm or wrist area.
- ✓ Giving away important possessions, marked changes in mood, academic performance, and social interactions.
- ✓ School crisis (such as death or suicide of student)
- ✓ Signs of depression and overwhelming stress.
- ✓ Isolation/withdraw from peers and activities.
- ✓ Use of alcohol and/or other drugs
- ✓ Previous suicide attempts
- ✓ Low self-esteem which is atypical for age/gender.

#### Steps to take:

1. If a staff member knows that a student is "threatening" suicide, **immediate** notification by phone to the building principal and/or school counselor is required. (Both principal and counselor should know.)
2. The principal and/or counselor will immediately meet with the student to assess the situation.
3. Before and after parents are contacted about a valid suicide threat or attempt, the student should be supervised at all times by a school administrator or a designee with appropriate training. The student should not be left alone after making a suicide threat which appears to be imminent in nature. If the threat is deemed as credible/imminent, the student should be released to the parents or guardians after the school official has had an opportunity to brief them on the threat(s) and the school's actions.
4. Valid suicide threats are to be reported to Director of Student Services by principal and/or counselor.
5. The principal or counselor will then promptly notify parents or guardians. (See warning signs in the box above)
6. School officials will follow up the verbal exchange with a written notice to the parents, and retain a copy for school records. (Counselor's confidential student file)
7. A copy of the Suicide Notice is to be sent to the Director of Student Services.
8. Finally, the family is to receive information from appropriately trained school personnel regarding community resources, such as Genesee Health Systems Crisis Center at (810) 257-3740.

# **Davison Community Schools**

## **Suicide Threat and Threats to Harm Self or Others Staff Procedures**

- Time is critical in these situations. If you receive any communication from a student or his/her parent/guardian, or staff regarding the potential threat of suicide or harm to self or others, please CALL your building counselor IMMEDIATELY.
- If you're unable to reach the building counselor, you are to call your building administrator. If you are unable to reach them, call Amy Chorley, Director of Student Services on her cell phone: (810) 955-9071. Be sure to CALL; please do not text or email.
- If you believe the threat is immediate, CALL 911, then call your counselor?
  - When calling 911 you will need to be prepared to provide the following information:
    - Your name, position and phone number
    - The student's name, age, address (All found in Synergy) or staff member
    - The parent's name, phone number (In Synergy)
    - The name of the person who reported the threat to you
- Building Administrators: if a staff member reports a potential threat of suicide/harm to self or others, CALL Amy Chorley, Director of Student Services on her cell phone (810) 955-9071.
  - If you believe the threat is immediate, CALL 911, then call Amy Chorley.
- Building Administrator and Amy Chorley will create a plan of action. The following will be part of the action plan:
  - Counselor will contact parent/guardian of student or staff member's family
  - Building counselor will contact building administrator and Amy Chorley
  - Amy Chorley will contact police
  - Amy Chorley will contact Superintendent Brown and/or Asst. Superintendent Lobban

### **ALL STAFF - PLEASE BE AWARE**

- **VERY IMPORTANT:** Please understand that we are all mandated reporters and waiting to report potentially dangerous situations is not an option.
  - For example: if you open an email at 10:00PM from a parent/guardian or student or staff member and someone is in danger, the act of opening the email has now made you responsible. Threats CANNOT wait until the morning.

**FOR STAFF:** This continues to be a very difficult time for everyone and self-care is also important. We will all encounter different levels of stress and we will all process the events we are faced with personally and individually.

If you have any thoughts of self-harm, please call the **National Suicide Hotline, 1-800-273-8255** or reach out to your building supervisor or administrators.

### Teacher Responsibility in Suspected Child Abuse Situations

To comply with the child protection law, any teacher or other school employee who suspects that a child's physical or mental health or welfare is being adversely affected by abuse or neglect have a legal obligation to report such cases.

Teachers are to report suspicions of child abuse to the building principal or counselor who in turn will make the decision to contact Protective Services. A written report must be completed by the individual who makes the telephone call within 72 hours. The principal will maintain a copy of the report for the school files.

“Child abuse” means harm or threatened harm by a person to a child's health or welfare which occurs through non-accidental physical or mental injury, sexual abuse, sexual exploitation, or maltreatment.

“Child neglect” means harm to a child's health or welfare by a parent, legal guardian, or person who has custodial care of the child which occurs through negligent treatment, including failure to provide adequate food, clothing, shelter, or medical care, or failure to intervene to eliminate that risk.

In Michigan, anyone making a report in accordance with state law or participating in a resulting judicial proceeding is presumed to be acting without malice and in good faith and, in so doing, is immune from any civil or criminal liability that might otherwise be imposed.

# Acceptable Use Policy for Teacher Web Pages

## Overview

Before developing personal web pages, teachers must first create an approved title or opening web page linked from the Official Davison Community Schools website. Subject to district-wide policies and procedures, teachers may then establish individual web pages for use with class activities or to provide a resource for other teachers. Teachers will be responsible for maintaining their class or educational resource sites.

Teacher web pages will not be considered official material, but will be developed in such a manner as to reflect well upon the department, school, and district. Staff will be responsible for maintaining their site(s) to ensure that material and content is current. Updating of information and verification of linked sites is the responsibility of the site author(s) and should be done at least each semester.

## **Web pages should contain:**

- Only material which meets academic standards of proper spelling, grammar and accuracy of information.
- A link to the appropriate school building home page at the bottom of the page.
- School name, teacher's name, contact information (phone number, email, room number), grade level, and subject on the title page.

## **Web pages shall not contain:**

- Personal contact information about students beyond that permitted by the school, district and parent. The instructor should be the only contact person for all school projects.
- Photographs, video, or other media which identifies students by both their first AND last names in. Only first names OR last names with a first initial should be used.
- Student names if there are more than 3 students in the picture/video.
- Do not specifically identify individuals in a picture or video. This is to ensure that there is no violation of the federal law regarding student rights to privacy.
- Copyrighted or trademarked material belonging to others without credit.
- Advertisements.
- Web links to profit-making entities unless the site being linked to is predominantly instructional in nature (such as museum sites, encyclopedias, national parks, aquariums, literary organizations, etc.).

# MICHIGAN CODE OF Educational Ethics



The Michigan Code of Educational Ethics provides principles for best practice, mindfulness, self-reflection, and decision-making – setting the groundwork for self-regulation and self-accountability. The establishment of this Code honors the public trust and upholds the dignity of education across the state.

## THE PRINCIPLES

- 1 Responsibility to the Profession**  
Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one another to the same ethical standards.
- 2 Responsibility for Professional Competence**  
Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills, and dispositions required for professional competence.
- 3 Responsibility to Students**  
A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.
- 4 Responsibility to the School Community**  
Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.
- 5 Responsible and Ethical Use of Technology**  
Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.

**Full Michigan Code of Educational Ethics with indicators: [bit.ly/MIEducatorEthics](https://bit.ly/MIEducatorEthics)**

Adapted from the Model Code of Ethics for Educators (MCEE), which was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and supported by a number of national education organizations. Additional resources and information available at: [nasdtec.net](https://nasdtec.net).



**The Michigan Code of Educational Ethics articulates the standards to which members of the state's education workforce are expected to adhere in their job performance.**

## Employee Criminal Offense Chart

The following offenses, both felonies and listed misdemeanors, require the employee to complete the Arraignment Disclosure Form within 3 business days after being arraigned for the crime to the school Superintendent and the Michigan Department of Education (MDE). Failure to do so is a violation of the law and may result in further charges and/or fines.

If convicted of the following offenses, the employee must provide the completed State Court Conviction Disclosure Form to the Department of Education (who, with respect to teachers, in turn will notify the State Board Approved Holder regarding the employee's certification).

Offense	If convicted....
<ul style="list-style-type: none"> <li>• Accosting, enticing, soliciting a child for immoral purposes.</li> <li>• Involvement in child sexually abusive activity or material.</li> <li>• A third or subsequent violation of any combination of engaging in obscene or indecent conduct in public, indecent exposure or a local ordinance substantially corresponding to either offense.</li> <li>• First, second, third, or fourth degree Criminal Sexual Conduct (CSC).</li> <li>• Assault with intent to commit CSC.</li> <li>• The crime of gross indecency, kidnapping, sodomy or soliciting another for prostitution if the victim is less than 18 years of age.</li> <li>• Leading, enticing, or carrying away a child under 14 years of age.</li> <li>• Pandering.</li> <li>• Any other violation of a state law or local ordinance constituting a sexual offense against an individual less than 18 years of age.</li> <li>• An offense committed by a sexually delinquent person.</li> <li>• An attempt or conspiracy to commit one of the offenses listed above.</li> </ul>	<ul style="list-style-type: none"> <li>• These listed offenses will result in termination and require registration of the employee on the sex offender's list as defined by the Sex Offender Registration Act.</li> <li>• With respect to teachers, the teacher's teaching certificate is suspended. The teacher may request a hearing with MDE.</li> </ul>
<p>All felonies including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Manufacturing/delivering a controlled substance.</li> <li>• Possession of a controlled substance.</li> <li>• Recruiting, inducing, soliciting, or coercing a minor to commit a felony.</li> <li>• Assault with intent to commit murder.</li> <li>• Assault with intent to rob and steal armed.</li> <li>• Attempt to murder.</li> <li>• First Degree or Second-Degree murder.</li> <li>• Armed robbery aggravated assault.</li> </ul>	<ul style="list-style-type: none"> <li>• The specifically listed felonies will result in the suspension or termination of the employee.</li> <li>• With respect to teachers, the specifically listed felonies will result in the suspension or revocation of their teaching certificate. The teacher may request a hearing with MDE.</li> <li>• The School Board and the school Superintendent must agree in writing to retain any employee convicted of any felony.</li> </ul>
<ul style="list-style-type: none"> <li>• Felonious assault on a child, child abuse in any degree, or an attempt to commit child abuse in any degree.</li> <li>• Cruelty, torture, or indecent exposure involving a child.</li> <li>• Delivery of a narcotic to a minor or student within 1,000 feet of school property.</li> <li>• Breaking and entering.</li> <li>• Knowingly allowing a minor to consume or possess alcohol or a controlled substance at a social gathering.</li> <li>• Accosting, enticing, or soliciting a child for an immoral purpose.</li> <li>• Larceny from a vacant dwelling.</li> <li>• Assault; assault and battery.</li> <li>• Assault; infliction of serious injury.</li> <li>• Selling or furnishing alcoholic liquor to a person less than 21 years of age.</li> </ul>	<ul style="list-style-type: none"> <li>• These misdemeanors may result in the suspension or termination of the employee.</li> <li>• With respect to teachers, these misdemeanors may result in the suspension or revocation of their teaching certificate after a hearing with MDE.</li> </ul>



## Arraignment Disclosure Form

A copy of this form must be provided to the employing school district, intermediate school district, public school academy, or non-public school and the Michigan Department of Education within three business days of arraignment.

Name (please print) \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
School Name \_\_\_\_\_  
School District \_\_\_\_\_  
Position \_\_\_\_\_  
Date of Arraignment \_\_\_\_\_

Pursuant to Public Act 131 of 2005, I, hereby disclose that I was arraigned on the aforementioned date for the criminal offense of \_\_\_\_\_, in Court, located in the State of \_\_\_\_\_, County of \_\_\_\_\_

In signing this form, I acknowledge that I understand that should I be convicted of or pled guilty or nolo contendere (no contest) or is the subject of finding of guilt by a judge or jury, it is my responsibility to disclose to the court that I am employed by a school, public or non-public. I also understand that if I am subsequently not convicted of any crime after the completion of judicial proceedings resulting from that charge, I must request, in writing, that the Michigan Department of Education and the employing school/district delete the report from my records.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Send Form to:                      Director  
Michigan Department of Education  
Office of Educator Excellence  
P.O. Box 30008  
Lansing, MI 48909

State Court Conviction Disclosure Form

Arraignment Disclosure Form

Approved, SCAO

Original - Court  
1st copy - Prosecuting Attorney

2nd copy - Superintendent of public instruction  
3rd copy - District, school, or academy

<b>STATE OF MICHIGAN JUDICIAL DISTRICT JUDICIAL CIRCUIT</b>	<b>DISCLOSURE OF EMPLOYMENT OR CONTRACT IN MICHIGAN SCHOOL SYSTEM</b>	<b>CASE NO.</b>
Court address		Court telephone no.

THE PEOPLE OF <input type="checkbox"/> The State of Michigan  <input type="checkbox"/> _____	v	Defendant's name, address, and telephone no.
--	---	--

Superintendent of public instruction Michigan Department of Education Attn: Superintendent of Public Instruction PO Box 30008 Lansing, MI 48909
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Michigan Compiled Law 380.1230d(2) states that if a person who is employed in any capacity by or is regularly and continuously working under contract in a school district, intermediate school district, public school academy, or nonpublic school enters a plea of guilt or no contest to or is the subject of a finding of guilt by a judge or jury of any crime after having been initially charged with a crime described in MCL 380.1535a(1) or MCL 380.1539b(1), then the person immediately shall disclose to the court, on a form prescribed by the state court administrative office, that he or she is employed by or regularly and continuously working under contract in a school district, intermediate school district, public school academy, or nonpublic school. The person shall immediately provide a copy of the form to the prosecuting attorney in charge of the case, to the superintendent of public instruction, and to the superintendent or chief administrator of the school district, intermediate school district, public school academy, or nonpublic school.

In accordance with MCL 380.1230d(2), I, \_\_\_\_\_,  
Name

having entered a plea of guilty or no contest or having been found guilty by a judge or jury of a crime, disclose that I am employed by or regularly and continuously working under contract in the school district, intermediate school district, public school academy, or nonpublic school specified below.

Name of superintendent or chief administrator
Name of district, school, or academy
Street address
City, state, and zip

I understand all of the above. I also understand that I must complete, file with the court, and provide copies of this disclosure to the prosecuting attorney, to the superintendent of public instruction, and to the superintendent or chief administrator for **every** school district, intermediate school district, public school academy, or nonpublic school that I am employed by or regularly and continuously working in under contract.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

MC 292 (3/08) **DISCLOSURE OF EMPLOYMENT OR CONTRACT IN MICHIGAN SCHOOL SYSTEM**

MCL 380.1230d(2), MCL 380.1535a(7)

American LegalNet, Inc.  
www.FormsWorkflow.com

Book	Policy Manual
Section	3000 Professional Staff
Title	VACANCIES
Code	po3132
Status	Active
Adopted	September 12, 2016

#### 3132 - **VACANCIES**

It shall be the policy of the Board of Education to employ the best qualified individual for any District vacancy at any level.

Vacancies shall be announced, and all members of the professional staff shall be eligible for consideration for any District vacancy, providing they are properly qualified.

The Superintendent shall establish procedures to facilitate identification and evaluation of candidates for administrative, supervisory, and other leadership positions.

Book	Policy Manual
Section	3000 Professional Staff
Title	ASSIGNMENT AND TRANSFER
Code	po3130
Status	Active
Adopted	September 12, 2016
Last Revised	January 7, 2019

### 3130 - **ASSIGNMENT AND TRANSFER**

The Board of Education believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

The Superintendent shall be responsible for the proper assignment and transfer of all professional staff members and shall attempt to affect the optimum assignment of the professional staff in conformance with any applicable contractual or legal requirements, State certification requirements, and Federal requirements. S/He shall establish an audit procedure to ensure that each instructional staff member's teaching certificate is currently in compliance with appropriate State certification criteria and has not been nullified or, if applicable, that the professional staff member is otherwise qualified to teach as allowed by law.

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Legal	M.C.L. 380.1231, 1233, 1233b E.S.E.A./N.C.L.B. – 20 U.S.C. 6319
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Book	Policy Manual
Section	3000 Professional Staff
Title	STAFF REDUCTIONS/RECALLS
Code	po3131
Status	Active
Adopted	September 12, 2016

### 3131 - **STAFF REDUCTIONS/RECALLS**

It is the policy of this Board that all personnel decisions shall be based on retaining effective teachers in situations involving a staffing or program reduction or any other personnel decision resulting in the elimination of a position, as well as for hiring after such reductions/position eliminations or recall to vacant positions. Length of service or tenure status may only be considered by the administration when all other factors, as listed below, are considered equal amongst the potentially affected teachers.

This policy shall not operate or be applied to retain or recall a teacher whose most recent performance evaluation contains an overall rating of Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating as reflected in that teacher's most recent performance evaluation. This policy also shall not operate or be applied to retain or recall a probationary teacher who has received a rating of either Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating. A probationary teacher who is rated as Effective or Highly Effective on his/her most recent annual performance evaluation is not subject to being displaced under this policy by a tenured teacher solely because the other teacher has attained tenure under the Teachers' Tenure Act.

The effectiveness of teachers shall be measured in accordance with the District's performance evaluation system developed under Section 1249 of the School Code, and the personnel decisions shall be based on the following factors:

- A. Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:
  1. Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.
  2. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
  3. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents and other teachers, and ability to withstand the strain of teaching.
  4. The teacher's attendance and disciplinary record, if any.
- B. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- C. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

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Book	Policy Manual
Section	3000 Professional Staff
Title	PROFESSIONAL STAFF EVALUATION
Code	po3220
Status	Active
Adopted	September 12, 2016
Last Revised	December 2, 2019

### 3220 - PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the employee's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.

- C. evaluates an employee's job performance, using rating categories of highly effective, effective, minimally effective and ineffective, which take into account student growth and assessment data. For the 2018-2019 school year twenty-five (25%) percent of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2019-2020 school year, forty (40%) percent of the annual year-end evaluation shall be based on student growth and assessment data.

Evaluations must also comply with the following:

1. The portion of a teacher's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher's performance as measured by the District as described below.
2. Beginning with the 2018 - 2019 school year, for core content areas in grades and subjects in which state assessments are administered, fifty (50) percent of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.
3. The portion of a teacher's evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See Policy 3131.)
4. If there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.



D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. the effectiveness of employees, so that they are given ample opportunities for improvement
2. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development
3. whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures
4. removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

E. provides a mid-year progress report for every certificated teacher who is in the first year of probation or has received a rating of minimally effective or ineffective on the most recent annual year-end evaluation

This mid-year report shall not replace the annual year-end evaluation. The mid-year report shall:

1. be based, at least in part, on student achievement;
2. be aligned with the teacher's individualized development plan;
3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training.

F. includes classroom observations in accordance with the following:

1. must include review of the lesson plan, State curriculum standards being taught and student engagement in the lesson;
2. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations;
3. observations need not be for an entire class period;
4. at least one (1) observation must be unscheduled;
5. the school administrator responsible for the teacher's performance evaluation shall conduct at least one (1) of the observations;

Other observations may be conducted by other observers who are trained in the use of the evaluation tool as described below. These other observers may be teacher leaders;

6. the district shall ensure that, within thirty (30) days after each observation, the teacher is provided with feedback from the observation.

G. For the purposes of conducting annual year-end evaluations under the performance evaluation system

the District will adopt and implement one (1) or more of the evaluation tools for teachers that are included on the list established and maintained by the Michigan Department of Education ("MDE").

The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

H. The District will post on its public website all of the following information about the measures it uses for its performance evaluation system for teachers:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

I. The District shall also:

1. Provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used. This training may be provided by a district or by a consortium consisting of the District, the intermediate school district or a public school academy.
2. Ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. A teacher rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.

If a non-probationary teacher is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on his/her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.

The District shall not assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. If the District is unable to comply with this and plans to assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations, the Board will notify the student's parent or legal guardian in writing not later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, that the District is unable to comply and that the student has been assigned to be taught in the same subject area for a second consecutive year by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. The notification shall include an explanation of why the Board is unable to comply.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the Revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

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Legal

M.C.L. 380.1249 (as amended)



## PERFORMANCE BASED COMPENSATION (MERIT PAY)

The Board hereby implements and maintains a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation (merit pay).

Teachers and school administrators receiving an overall rating of highly effective or effective on their annual year-end performance evaluation will receive a one-time off scale payment in September of the following school year. The amount of the off-scale payment will be determined annually by the Board.

See Employee Handbook or Davison Community Schools Website for the Following Policies and Procedures:

Employee Harassment and Intimidation Policy  
Alcohol and Drug-Free Workplace Policy  
Smoke-Free Environment Policy  
Family & Medical Leaves of Absence – FMLA Board Policy  
Computer Technology and Networks Board Policy  
Corporal Punishment Board Policy  
Bullying Board Policy  
Non-discrimination on the Basis of Sex in Education Programs or Activities Board Policy

Employee Injury/Accident Procedures  
Employee Confidentiality  
Payroll Information  
Public Relations and News Releases

Please see below the Guiding documents for students with disabilities and IEP development documents. These documents are available on the following website: [www.Michigan.gov](http://www.Michigan.gov)

## Guiding Documents for Discipline for Students with Disabilities

a. [Individuals With Disabilities Education Act \(IDEA\) Discipline Requirements \(michigan.gov\)](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/discipline/IDEA_DisciplineRequirements.pdf?rev=bcf26091eaa646709c9f668379c92879)

[https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/discipline/IDEA\\_DisciplineRequirements.pdf?rev=bcf26091eaa646709c9f668379c92879](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/discipline/IDEA_DisciplineRequirements.pdf?rev=bcf26091eaa646709c9f668379c92879)

b. [Conducting a Manifestation Determination Review \(michigan.gov\)](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/discipline/Conducting_MDR.pdf?rev=5a8eb8ca2d1347969e6f8da90425e65d&hash=C7B541E9F7EAA267C0D%203064176285368)

[https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/discipline/Conducting\\_MDR.pdf?rev=5a8eb8ca2d1347969e6f8da90425e65d&hash=C7B541E9F7EAA267C0D%203064176285368](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/discipline/Conducting_MDR.pdf?rev=5a8eb8ca2d1347969e6f8da90425e65d&hash=C7B541E9F7EAA267C0D%203064176285368)

## Guiding Documents for Individualized Education Plan (IEP) Development

a. [IEP Development: Special Education Programs and Services](https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/IEP_Development_SpecialEducationProgramsServices.pdf?rev=4a622fae511d4b79aa8d0bdc5d095e0f)

[https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/IEP\\_Development\\_SpecialEducationProgramsServices.pdf?rev=4a622fae511d4b79aa8d0bdc5d095e0f](https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/IEP_Development_SpecialEducationProgramsServices.pdf?rev=4a622fae511d4b79aa8d0bdc5d095e0f)

b. [Individualized Education Program Development: Present Level of Academic](https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/IEP_Development_PLAAFP.pdf?rev=207302a34d9441d0931a634eacb59709)

[https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/IEP\\_Development\\_PLAAFP.pdf?rev=207302a34d9441d0931a634eacb59709](https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/IEP_Development_PLAAFP.pdf?rev=207302a34d9441d0931a634eacb59709)

c. [Measurable Annual Goals and Short-Term Objectives](https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/Measurable_Goals.pdf?rev=e658e8d2228d43799dbd478a09990ca7)

[https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/Measurable\\_Goals.pdf?rev=e658e8d2228d43799dbd478a09990ca7](https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/Measurable_Goals.pdf?rev=e658e8d2228d43799dbd478a09990ca7)

d. [Measurable Annual Goals and Short-Term Objectives—Substantive Compliance](#)

[https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/iep/MeasurableGoals\\_Substantive.pdf?rev=d10ae4be8a104de698599d4a3c85e646leduc%20ation/iep/MeasurableGoals\\_Substantive.pdf?%20rev=d10ae4be8a104de698599d4a3c85e646&hash=15167B4D40BF6FDAB22%2090C4E5A9E0551](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/iep/MeasurableGoals_Substantive.pdf?rev=d10ae4be8a104de698599d4a3c85e646leduc%20ation/iep/MeasurableGoals_Substantive.pdf?%20rev=d10ae4be8a104de698599d4a3c85e646&hash=15167B4D40BF6FDAB22%2090C4E5A9E0551)

e. [Individualized Education Program \(IEP\) Amendment Guidance \(michigan.gov\)](#)

<https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/iep/IEP-Amendment.pdf?rev=c643451023d145798d9d7c4bcec0278f&hash=606F3D8A7C48C02F14F8D910727B00EEde/specialeduc%20ation/iep/IEP-Amendment.pdf?%20rev=c643451023d145798d9d7c4bcec0278f&hash=606F3D8A7C48C02F14F8%20D910727B00EE>

# MICHIGAN SCHOOL CODE REVISION

## PUBLIC ACT 213 OF 2022

### **Section 1 of Article VIII of the Michigan Constitution of 1963:**

Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

### **Section 10 of the Revised School Code:**

It is the natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parents and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive environment.

### **MCL 380.11a General powers school district.**

(3) A general powers school district has all of the rights, powers, and duties expressly stated in this act; may exercise a power implied or incident to a power expressly stated in this act; and, except as otherwise provided by law, may exercise a power incidental or appropriate to the performance of a function related to operation of a public school and the provision of public education services in the interests of public elementary and secondary education in the school district, including, but not limited to, all of the following:

(a) Educating pupils. In addition to educating pupils in grades K-12, this function may include operation of preschool, lifelong education, adult education, community education, training, enrichment, and recreation programs for other persons. A school district may do either or both of the following:

(i) Educate pupils by directly operating 1 or more public schools on its own.

(ii) Cause public education services to be provided for pupils of the school district through an agreement, contract, or other cooperative agreement with another public entity, including, but not limited to, another school district or an intermediate school district.

(b) Providing for the safety and welfare of pupils while at school or a school sponsored activity or while en route to or from school or a school sponsored activity.

(c) Except as otherwise provided in this section, acquiring, constructing, maintaining, repairing, renovating, disposing of, or conveying school property, facilities, equipment, technology, or furnishings.

(d) Hiring, contracting for, scheduling, supervising, or terminating employees, independent contractors, and others, including, but not limited to, another school district or an intermediate school district, to carry out school district powers. A school district may indemnify its employees.

(e) Receiving, accounting for, investing, or expending public school money; borrowing money and pledging public school funds for repayment; and qualifying for state school aid and other public or private money from local, regional, state, or federal sources.

**Davison Community Schools**

Where Kids Come First and Futures Begin

*Connections ♦ Curriculum ♦ Opportunities*