

Davison Community Schools

Where Kids Come First and Futures Begin

Connections ❖ Curriculum ❖ Opportunities



Siple Elementary

Where Kids Come First and Futures Begin

**DAVISON COMMUNITY SCHOOLS
SIPLE ELEMENTARY SCHOOL
HANDBOOK**

A major goal of our school system is to provide the best possible educational program for the children who attend our schools. This goal is possible when each of us continually strives to improve on our best efforts.

Schools are buildings with four walls and the future inside. We exist to educate those youngsters who represent the future. If we continually put forth our best efforts and focus on delivering the curriculum, we will achieve our major goal.

Each of you is well trained and qualified to teach the children of Davison. By using our training in a firm, fun and friendly manner, we can be a great asset to our district and the community.

The following handbook is for your information. The personnel policies updated as needed. You are responsible for knowing the content and policies.

Have a happy and successful school year!

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

Anatole France, French *novelist* (1844 - 1924)

SIPLE TEACHER'S HANDBOOK
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LESSON PLANS

Quality lesson planning is essential to effective teaching. As you develop your lesson plans, you should adhere to the curriculum for your grade level and adjust for changes that may have been made this past year. If you do not have a curriculum guide, a guide will be made available to you by calling the appropriate curriculum coordinator.

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.

Lesson plans will be reviewed periodically throughout the school year by the principal and during formal observations.

PLAN BOOKS

Specific, adequate, and accurate plans should be made for at least five days in advance. *Plan books should not leave the building.* Please keep your plan book along with anything else a substitute teacher might need in a place which is easily visible and accessible.

SUBSTITUTE TEACHER FOLDERS

Each teacher will be given a Substitute Teacher Folder. This folder must be completed by **Thursday, August 24th** and returned to the office. It is an effective and important tool for the substitute teacher. It contains your class schedule, recess, lunch and dismissal times, a list of children leaving your room for special classes, and many other items of concern for a substitute. **Please keep this folder up-to-date.** If it is necessary to make changes in your schedule, please ask for your folder so that you may update the information for the substitute.

SUBSTITUTE TEACHERS – AESOP & PRE-ARRANGED

If you need a substitute teacher because of illness or for a bereavement day, please visit <http://aesoponline.com/login.asp>, enter your username and pin, and request a substitute. If you have questions or problems, please call the attendance/PD secretary at 591-0810. Please complete a pre-arranged absence form for other absences (school-related, personal days).

CLASSROOM OBSERVATION AND TEACHER EVALUATION

Classroom Observation:

At least four times during the year, the Principal will visit your class for the purpose of observing the teaching/learning process. Please think of these visits as positive! You will receive the lesson script, coding, noticings and wonderings the same day as the observation. It is your responsibility to respond to the noticings and wonderings on PIVOT within 48 hours (2 work days) of the observation.

Teacher Evaluation:

Vital to the improvement of instruction is teacher evaluation. We encourage a variety of forms of evaluation for all teachers including self-evaluation and student evaluation as well as administrative evaluation. Teachers will be evaluated according to the Master Agreement.

ATTENDANCE PROCEDURE (See details in the District Parent Student Handbook)

- 7 AbsencesCall Home by Teacher
- 10 Absences Counselor Referral

Regular attendance and participation are necessary for academic and social growth and success. Students, parents, and the school all share the responsibility to see that a good effort is made to attend school on a regular basis and to be on time to class. Teachers are to enter attendance by 9:45 a.m. each day via the computer. The school counselor and attendance secretary will monitor attendance and provide updates for teachers to use for the purpose of partnering with families to reduce student absences.

If extenuating circumstances are contributing to a child’s school attendance or tardiness, school personnel will assist families in modifying or eliminating these circumstances.

All contacts will be made for the purpose of proactively aiding families in helping children establish a good school attendance habit, which is shown to correlate with future success in adult life. Of course, absences or tardies for documented medical circumstances will be excused. Turn in all medical excuses to the office attendance secretary, Rhonda Miller, who will change the absence to ‘excused.’

COUNT DAY

The official pupil headcount day is Wednesday, October 4, 2017, and the supplemental headcount day is Wednesday, February 14, 2018. Count Day determines the amount of money the District receives per pupil, and accurate attendance records are crucial to this process. The original source teacher’s attendance record which has been reviewed and signed by the teacher is the legal record that determines and validates student eligibility during the pupil count period.

Teachers, including substitutes, should maintain attendance records – not student assistants or a student in class. Corrections to the attendance records will be made by the attendance secretary. You will receive several memos before and during the Count Day process that will explain the necessary steps that need to be taken. Please remind parents in your weekly newsletters that a doctor’s note or written excuse will be needed for students who are absent on Count Day. All notes for absences should be forwarded to the attendance secretary the day they are received.

STAFF MEETINGS

We may have a maximum of three staff meetings/80 minutes per month. Staff meetings will be held on designated Wednesday mornings starting at 7:40 a.m. in the media center. Plan to arrive on time and stay for the entire meeting. Please notify the principal prior to the meeting if it is necessary for you to be absent or leave early. Any teacher who misses a staff meeting will be responsible for obtaining the information presented. As professional educators, teachers should conduct themselves in a manner consistent with the expected behavior of students in their classroom. This includes limiting side conversations, being prepared with any requested materials and focusing on the topic and not “multi-tasking” by correcting papers, using electronic devices, etc. Please make appropriate arrangements for your children during staff meetings.

WEEKLY BULLETIN – “Siple Spotlight”

You will receive the “Siple Spotlight”, a staff bulletin, electronically on Friday of each week. **Please read it carefully since you are responsible for the information included.** It is expected that you will share the important information in the student announcements section, “Monday Message for Students”, with your students on **Monday** mornings of each week. Items to be included in the staff bulletin must be submitted to the Principal by Wednesday. A copy of the Spotlight will be posted in the teacher’s lounge each week.

BUILDING CALENDAR

The building calendar is maintained on Google calendar. **Please notify the secretaries of any and all classroom events and after school events so that they may be added to our building calendar. Please include the event, participants, location and times.** This is crucial information for the office staff and your cooperation is greatly appreciated. After school events can be scheduled through the office until 4:00 p.m. Anything that takes place after 4:00 p.m. must be scheduled by completing the appropriate paperwork through the DCER office.

COMMUNICATIONS FROM TEACHERS TO PARENTS

Whenever a teacher sends communications to the parents of his/her entire classroom, a copy of that communication must be given to the building principal and building secretaries. It can be emailed or placed in the mailbox. This is to provide the information to staff who answers the phones. Many times questions can be answered without disturbing the teacher.

Weekly bulletins/newsletters are important ways to keep parents informed of what their child is learning, upcoming events and any other pertinent information. Weekly notes must have teacher name, phone contact information, and email contact printed on each edition. **An electronic or paper copy of your weekly newsletter must be submitted to the principal each week.**

Teacher webpages are another excellent form of communication. The weekly newsletters can be posted on the webpage by emailing them to Michelle Edwards.

All news releases, conferences, interviews, and flier distributions **MUST** receive prior approval from Michelle Edwards, Communications Specialist. If approved, these would be scheduled at a time that won’t disrupt the regular learning activities of the school.

Any communication requests regarding legal issues need to be submitted immediately to the principal for review prior to responding.

HOMEWORK

Homework is a useful practice at times. It should be appropriate for the grade level of the students. It should be something that increases student learning and should not be busy work. The best homework assignments compliment the classroom instruction and allow children to investigate the lessons in a new way outside of the classroom. Homework will help keep parents in tune with the curriculum their child is being taught. Parents may request homework by calling the office or emailing teachers. We allow teachers 24 hours to get the homework ready after which time the parents may pick it up in the office. Homework should not be given over intersessions.

USE OF THE TELEPHONE

The telephones in each classroom will allow teachers to:

- 1) Contact the office in cases of emergency
- 2) Make local calls

Calls made from the classroom phone should be in regards to school business. Personal phone calls should be kept to a minimum and should not take place when students are in the room. Students may use the phone while supervised by the teacher to speak with their parents about forgotten homework, field trip money, shoes, etc.

To make long distance calls to parents or for school business, dial "0" and one of the secretaries will give you an outside line. You will then dial 9-1-area code – phone number.

Anne McDonald – ext. 2600
Rhonda Miller – ext. 2601

OFFICE COPY MACHINE

Siple has a copy machine located in the main office. It is for school use only. All teachers are allotted 2000 black and white copies and 400 color copies for the year. When a teacher has reached their limit their access code (last 5 digits of the employee ID number) will no longer work. Secretaries have been instructed not to make copies for teachers when limits have been exceeded.

It is recommended that teachers utilize the District Copy Center whenever possible. It is important to plan ahead and send copies to the Copy Center remembering that we will not have 24 hour turnaround this year. The office copy machine is not intended for regular copying for classes. If you request a single color copy be run for you by a secretary it will require a 24 hour turn-around.

LENGTH OF SCHOOL DAY

Students begin school at 8:35 a.m. and end their school day at 3:43 p.m. Students who arrive early will wait in the gym until the bell rings at 8:25 a.m. At that time, students will proceed to their classrooms.

Teachers report at 8:20 a.m. **at their door ready to greet students when they enter at 8:25 a.m.** Teachers are to remain in their room or building until 3:48 p.m.

PROCEDURES FOR STUDENTS AS THEY ENTER AND LEAVE THE BUILDING ARE AS FOLLOWS:

The beginning of the school day is filled with excitement, anticipation, and lots of activity. It is important to have procedures in place to reduce confusion and disorientation. Our students deserve a smooth, orderly start to their day.

Children who are driven to school will be dropped near the gymnasium entrance. Cars drive straight toward the playground, turn left around the parking lot, and stop near the sidewalk which leads to the Gym. A staff member will open the car door and greet the student and their parent. Students walk into the gym and wait there until the bell rings to dismiss them to their classrooms. Parents who have a need to enter the building in the morning must sign in and get a visitor's badge from the main office.

Students are to leave the building quietly and in lines. Teachers are to supervise hallways to see that students leave the building in an orderly manner. Teachers help with bus and hallway supervision which will ensure that our students are safe and orderly.

BREAKFAST AND LUNCH PROGRAM

A state mandate passed December 24, 1993, requiring that public schools make breakfast available to students in grades K-12. Siple Elementary will participate in the Universal Breakfast program this year, which allows ALL students to receive breakfast each day, free of charge. Our students will be able to receive breakfast and purchase lunch through food service beginning the first full day of school. A menu is developed that will be appealing to students, yet will not take long to eat or clean up.

LUNCH TIMES

Lunch hours are as follows:

Kindergarten lunch/recess	10:55-11:50
1 st & 2 nd grade recess/lunch	10:55 – 11:50
3 rd & 4 th grade lunch/recess	12:00 – 12:55

Please turn in lunch counts to Mrs. Hanje in the cafeteria by 9 a.m. Remember to include adult lunch counts too.

BREAKFAST AND LUNCH PRICES

	<u>Children</u>	<u>Adults</u>
Breakfast	FREE	\$1.64
Hot Lunch	\$2.30	\$4.13
Milk	.50	.50

Students make deposits to their lunch accounts by placing their money or check in the lunch money envelope, completing the required information and placing it in the maroon box hanging on the wall outside of Mr. Masters' office prior to the start of each day. Feel free to keep a supply of these envelopes in your classroom.

MAINTAINING THE CLASSROOM

1. Teachers are expected to maintain their rooms in a neat fashion. Care of books, furniture and other materials are a teacher's responsibility which he/she should share with their students. Please do not allow students to place stickers on desks or other furniture. Attractive, neat rooms with thoughtfully prepared room arrangements will enhance your instructional program, as well as provide safety for your class. Unnecessary clutter can become a safety hazard and attract rodents and/or bugs. Please avoid this when arranging your class.
2. Teachers should pay close attention to the proper temperature, lighting, and ventilation of their rooms. Please notify the office if there is a problem with any of these things so that the custodian can correct the problem. These factors will contribute to the students' best performance.
3. Bulletin boards in our building are always attractive, timely and useful. Your effort in maintaining them is appreciated. The colored paper for bulletin boards is located on the paper dispenser in the lounge. If you empty a roll, please inform the office so that it can be replaced.
4. Teachers must never leave money or other valuables in their desks overnight. The office has purchased a safe which can be used to secure it over night. According to District policy, monies over \$200 must be deposited. There is no insurance to cover personal loss.
5. **Each teacher must close and lock his/her windows before leaving at night. Shades should also be closed each night. All computers and printers should be shut off prior to leaving.**
6. Please notify the office immediately if any classroom technology is broken. Remember students are not allowed to operate or move the equipment.
7. You will want to assign certain duties to your students. The students enjoy having a job to do, and it is good training for them. Before students leave for the day, the room should be neat, litter off the floor and furniture in a position to allow the custodian to clean the room.
8. **Classroom doors are to remain locked at all times.**
9. In support of the District Energy Conservation initiative, all lights and electrical equipment should be shut off when not in use. Do not leave your Elmo on when it is not being used for instruction.
10. If you have Maintenance/Custodial requests or concerns, please email Mr. Masters and copy the Principal.

HALLWAY SUPERVISION

Teachers are to supervise their students in the hallways as they transition throughout the building. Students will move down the **right side** of the hallways in a single-file, orderly, quiet manner.

DISCIPLINING OF STUDENTS

The first rule of classroom management is to build solid relationships with your students. On the first day of school, begin the year with a positive statement of what is expected from each student. It is important to establish policies and procedures from the day school begins. Every child needs to know exactly what is expected. Be consistent. Teach the Cardinal Code using the building adopted lesson plans. Say what you mean, and mean what you say. Good classroom management is one way to have a pleasant year. In most cases with thoughtful organization and planning, discipline problems will be minimal.

Please be aware that the **average child receives 432 negative comments per day versus 32 positive ones**. Scary thought, isn't it? Avoid criticism and disapproval. Respond to your students in a way that helps him/her feel encouraged. Give him/her constructive messages.

Teachers are expected to handle most discipline problems in their own classroom. Students must respect the teachers and this happens when teachers handle discipline appropriately. There will be times, however, when a student must be removed from the classroom. This should be done in a situation where the whole class would profit from such action. Please call the office to request assistance with such a situation. A staff member will respond as quickly as possible to determine if the student needs to be removed. **A Referral should be filled out stating the problem and steps that have previously been taken to solve the problem.** Send work for the student also. The student will be returned when he/she is able to handle themselves in the classroom. You will be informed of the discipline measures that have been taken with the student.

KEEPING CHILDREN IN FOR RECESS

It will be the teacher's responsibility to supervise any children that he/she feels need to stay in for recess, whether it is for discipline or incomplete work. The teacher must be in his/her room with the children while they are working. If the student's recess is after lunch, it is important that the teacher arrive promptly to supervise the student. This should be used on a very limited basis and as a last resort as children need the break recess provides.

KEEPING CHILDREN AFTER SCHOOL

Before keeping a child after school, the teacher must inform the parents, and receive their permission. It is the teacher's responsibility to supervise the child, and arrange for him/her to get home safely. Please notify the Principal if you want to keep a student after school.

LIBRARY

Students will have one forty minute library period per week. **Teachers are expected to remain with their class during assigned library time.** Mr. Chris Ruterbusch, our elementary media specialist, will be in our building periodically. During library time, students will be taught library skills by Mrs. Hoover or Mr. Ruterbusch. Additional library time, supervised by the teacher, may be scheduled. Classroom teachers need to arrange this with the library paraprofessional.

Parent Teacher Organization- PTO

The Siple Parent Teacher Organization meets monthly to plan activities. They meet on Tuesdays from 6:30-7:30 p.m. in the Media Center. They have done many nice things for our school, such as field trip money, musical and playground equipment, and teacher drops. They appreciate the cooperation our staff gives as they strive to provide special things and activities for our students. The teacher representatives are excellent liaison people. They provide guidance for our PTO as they make plans for our school. If you have a request for something specific from the PTO, you must complete a formal request with pricing information.

FUNDRAISING

All fundraising projects must be approved by the Principal before they are presented to parents or students. **This also includes all donation collections and fundraisers for family emergency situations.**

FORMS

The main office has a "forms drawer" for numerous blank forms that you will need over the course of the year. There is a file folder for every form, and everything is filed alphabetically according to the name of the form (usually by whatever the form is titled on the top). For example, if you are looking for an accident form, look under the "A" section; curriculum adjustments are under the "C" section; pre-arranged absence forms and purchase requisitions are under the "P" section; referral forms are under the "R" section, etc. It is very user friendly, so please help yourself to any forms, and don't hesitate to ask if you cannot find something.

ACCIDENT REPORTS

If one of your students is injured while under your supervision, an accident report must be completed by you. These forms are in the main office forms drawer. Please report all notable injuries to the office. We will report those injuries or accidents we feel the parents would want to be advised of such as: **head injuries, deep cuts, etc.**

If you or another adult is injured or has an accident on school grounds, you must complete an accident/incident form in a timely manner. Report this to the office immediately after it happens.

FIELD TRIPS

Field trips are a valuable tool to enhance classroom instruction. Teachers are encouraged to take advantage of this opportunity. **Field trips must be directly related to curriculum and approved by the principal.** Field Trip forms and Bus Reservation forms must be completed and are located in the "Forms Drawer" in the office. Unfortunately, due to budget constraints, field trips will be limited to those grade-level, preapproved trips as well as to and from the High School for music concert rehearsals. Teachers are encouraged to take advantage of our ITV system in the media center and explore the option of virtual field trips. Having a speaker or activity come into the school is also an option. Field trip requests for the year must be submitted by September 29, 2017.

MEDICATION

It is necessary for some students to take medication during the school day. This medication is kept in the office. The office personnel will administer medications according to the directive on the completed Authorization to Administer Medication form. This form is available in the office. All medicine must be administered in the Main Office. Students may carry their inhalers with written authorization/approval by physician **and** parent.

Student medication and inhalers are to be taken on field trips. It is the responsibility of the teacher to collect the medications the day of the field trip. Injected/inserted medications and inhalers require that the teacher notify the school nurse 3 days prior to the event so that administration training can be provided. Upon return from the trip, the teacher must return the medication along with the medication log signed by the teacher and one witness noting the time the medication was administered.

CLOSING OF SCHOOL DURING INCLEMENT WEATHER

The Superintendent of Schools is empowered to decide whether schools will close in inclement weather. An arrangement has been made with local radio and television stations to announce if school is to be closed. You may sign up for e-mail and/or text messages of school cancellations/alerts by going to the DCS website and clicking on Ed-Alert. Field trips and after school activities are also cancelled when school is closed.

Parents may get their own children from school in the event of bad weather. No child will be released to anyone except parents and those people listed on the emergency cards without written permission from the parents.

BOMB THREAT

In the event of a bomb threat, there will be an announcement over the public address system providing direction. If you are in the office and answer the phone (and it's a bomb scare), **don't** hang up. The lines are tapped and important in the police investigation.

FIRE AND TORNADO DRILLS

Fire drills will be signaled by sounding the building fire alarm.

A tornado drill will be announced over the PA.

Turn off all lights. Close all doors and windows. Follow the fire/tornado drill procedure for your classroom. It is important that children are silent in the hallways during drills to aid adult communication.

LOCKDOWN DRILLS

Lockdowns will be announced on the PA system. Teachers should pull shades, lock doors, turn off lights, and slip the green/red card under the door. Students must sit quietly until the lockdown has ended (by announcement).

OTHER SAFETY CODES

A time may occur when it is necessary to secure the building during the day. The following district-wide codes will be used:

“Staff, Activate Secure Mode.” This is for possible situations near or in the neighborhood of the school building. We will lockdown the building (outside doors), but continue to conduct school as normal.

“Staff, Activate Secure Mode. Check your rooms.” This is for situations where there is a bomb threat. Secure your classroom, as well as look for anything unusual or that doesn’t seem to belong in the room. Notify the office by email an “all clear or that you found something out of the ordinary.”

“Staff, Activate Secure Mode. Shelter in place.” Follow tornado drill procedures. This may involve severe weather or possible chemical spill or leak.

PROFESSIONAL LEARNING COMMUNITIES

Siple is organized to be a Professional Learning Community.

The characteristics of a Professional Learning Community include:

- Shared Mission
- Collaborative Teams
- Collective Inquiry into “Best Practices”
- Action Orientation and Experimentation
- Commitment to Continuous Improvement
- Data-Driven
- Results Oriented

Siple’s teachers are members of grade-level professional learning communities as well as building level collaborative teams. Time is allocated within the school day to engage all teams in a cycle of continuous improvement. All teachers are expected to be active in their PLCs and collaborative teams so that they may benefit from the experience and knowledge of their colleagues and thus grow professionally and personally. An agenda with notes from each PLC meeting should be submitted to the Principal within 2 days of the meeting. PLC’s will follow the schedule for monthly PLC’s as follows:

Week 1: reading focus

Week 2: math focus

Week 3: behavior focus

Week 4: teacher’s choice based on student needs.

CA-60's

The CA-60's are kept in the fireproof filing cabinet in the office. If a child has had psychological testing, these highly confidential records are also in the CA-60. These records cannot be taken to your room; they must be reviewed in the office. **Do not discuss a child with anyone other than legal parents or guardians unless we have a signed Release of Information form on file, even if parent has given verbal permission.**

A **pink insert** indicates the students test results.

A **red insert** indicates that the child has or is receiving some special services, such as:

Title I Reading/Math	Speech Class
Psychological Testing	Social Worker
Learning Improvement	Child Study student

MARKING PERIODS

Students have four marking periods of nine weeks. By the end of the fourth week of each marking period the teacher must have contacted the parents of students who appear to have significant problems or whose achievement has dropped. Preferably, this would be done by direct contact rather than by written communication. This does not prevent the teacher from making additional contacts with parents at other times. Please remember that **positive comments are always appreciated**. You will build a more productive relationship with the parents and child if you take the time to report good news as well as bad news.

GRADES

Regular Subjects:

1. Assessment Policy

A student's academic performance level is reported using "3," "2," "1," or "4." These refer to the following:

3 = The student meets grade level expectations at this time.

2 = The student is approaching grade level expectations at this time.

1 = The student is significantly below grade level expectations at this time.

4 = The student consistently exceeds grade level expectations at this time.

2. Cardinal Code

Students will receive a Cardinal Code Grade each marking period based on the following criteria:

Courteous
Attentive
Respectful
Dependable
Supportive

The grading scale for Cardinal Code is:

- 3 Meets expectations on most days
- 2 Meets expectations on some days, does not meet expectations on some days
- 1 Does not meet expectations on most days
- 4 Exceeds expectations on nearly all days

**** All report cards should include comments written by the teacher.** Comments should reflect on students' progress academically and socially.

Specials: Computers, Music, Physical Education

- 1.) Progress in these classes will be reported twice a year to parent via the report card.
- 2.) Specials teachers will enter their grades using Synergy.

Special Education: C.I., L.D., and Speech

- 1.) A report card has been devised for students receiving special education services and will be sent home to parents of those students in the program.

PROMOTION/RETENTION

According to Board policy, in arriving at a decision for either the promotion or retention of a student, the teacher will consider the viewpoints of the principal, special services personnel, parents and student.

If a teacher is considering retention of a student, the principal should be notified of the areas of concern. A parent meeting should take place by the end of first semester and Retention Form #1 should be completed, documenting the conversation, areas of concern, and plan for the remainder of the year. If retention is still the recommendation at the end of the year, a second parent meeting will be held. Retention Form #2 should be completed.

The final decision in any case pertaining to promotion or retention shall rest with the building principal. The Retention Forms should be completed and signed with the decision and a copy placed in the CA-60.

Dress Code

Davison Schools are first and foremost institutions of learning and it is our goal to provide a safe and orderly environment. We believe that student dress contributes to that environment. We also believe that school is not the place to sport the latest Hollywood or fashion industry designs. We do believe that Davison students can look good and still honor the dress code.

In general, clothing needs to be clean and appropriate for school. Shoes must always be worn (state law). Students cannot wear attire which interferes with the operation of the school or which impinges upon the general health, safety and welfare of the district, students or employees. To help clarify and provide examples of what we mean by “appropriate dress,” please refer to the lists below. Even though this list is not exhaustive, we have tried in good faith to provide students and their parents with some guidelines.

Students who are not dressed appropriately will be asked to change clothing and return to class. There is some clothing available in the office that students may borrow. If the student refuses to change into appropriate clothes or there is no change of clothes available a parent may be called to bring appropriate clothing to the school. Disciplinary action may be taken for students who chronically abuse the dress code policy. The following are examples of appropriate and inappropriate clothing and/or accessories (including jewelry).

Appropriate Apparel

- Jeans, slacks
- Capri or crop pants
- Shorts (less than 5” above the crease behind the knee) *
- Skirts (less than 5” above the crease behind the knee) *
- Dresses (less than 5” above the crease behind the knee) *
- Shirts/tops/dresses with sleeves
- Sleeveless shirts/tops/dresses with collars
- Sleeveless shirts/tops/dresses with crew necks
- Sleeveless shirts/tops/dresses with shoulder straps of at least 2 inches in width (no undergarments may show)

Inappropriate Apparel

- At no time is it appropriate for underwear to show
- Shorts, skirts and dresses (more than 5” above the crease behind the knee)
- Jeans/slacks MUST NOT have holes in areas more than 5” above the crease behind the knee.
In reference to shorts, skirts, dresses, jeans/slacks, the 5” rule applies even if wearing something underneath.
- Shirts/tops/dresses showing midriff
- Shirts/tops/dresses that are cut too low
- See-through tops (undergarment must meet dress code)
- Halter or tube tops
- Sleeveless shirts/tops/dresses without collars or crew necks (shoulder straps less than 2 inches in width)
- Off the shoulder tops/ponchos must have an undergarment that meets dress code
- Trench coats worn during school

- Pajamas/pajama pants or slippers (except on pajama day)
- Hats, bandanas, hoods or headgear (including headbands and sunglasses) must be removed upon entering the building and be placed in the students' lockers and remain there for the duration of the school day
- Jewelry with spikes or studs or rings that mimic brass knuckles
- Safety pin accessories
- Chains
- Rollerblade shoes or shoes with wheels
- Bare feet (footwear should be worn at all times)
- Leggings or jeggings without a skirt or shorts which meet dress code
- Articles of clothing with inappropriate subject matter, profanity, slogans or symbols, which promote or make reference to substances that would be considered illegal for minors, including alcohol, tobacco, and drugs. In addition, the article of clothing should not display words, symbols or pictures that would be considered derogatory, obscene, vulgar, violent, racist or gang-related.

Teachers/Administrators may ask students to remove jewelry during physical activities in the classrooms or gym classes to ensure the safety of all students.

* This standard may not be used for kindergarten students.

PLAYGROUND DRESS CODE

Children must be dressed appropriately for the weather, as they will be expected to go outside when the temperature is above zero windchill and when it is not raining.

- a) Winter weather clothing includes the following: A heavy or warm coat, boots, hat, scarf, mittens or gloves.
- b) Fall and spring clothing includes the following: A light weight jacket, sweater or sweatshirt. A hat may also be needed.

CLASSROOM ACCOUNTS

Supply Money: Teachers will be allocated supply money each spring to purchase supplies for student use, teacher use, and the classroom for the upcoming school year. Teachers have until the last Friday in January to spend all of these funds. Balances will not be carried over.

Room Money: In the fall of each school year the Siple PTO will review profits from the fall fundraiser and set a budget which reflects the amount given to all teachers for room money. All room accounts will be taken up to the amount given by the PTO. If a teacher's account is \$20 or less, they would receive the full amount. If an account is over \$20, but less than the approved amount, the difference will be made up. If an account is over the approved amount, no additional money will be given and any overage will revert to a general office account for use in other areas of the building. PTO room money is to be used during the year it is given.

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
Docker 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
Docker 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

NON-DISCRIMINATION AND
ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

2260

The Board of Education does not discriminate on the basis of race, color, national origin, (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

NONDISCRIMINATION AND
EQUAL EMPLOYMENT OPPORTUNITY

3122

The Board of Education does not discriminate on the basis of race, color, national origin, sex, (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

SECTION 504/ADA
PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

2260.01

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA") and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

ANTI-HARASSMENT

5517

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action. The person designated to handle any questions and/or complaints concerning the Prohibition Against Discrimination Based on Disability Policy of Davison Community Schools is Executive Director of Student Services Holly Halabicky, 1490 N. Oak Rd., Davison, MI 48423 – (810-591-0912).

GRIEVANCE PROCEDURE
FOR
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
SECTION 504 OF THE REHABILITATION ACT OF 1973
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 1

Any person believing that the Davison Community School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, or (4) Title II of the Americans with Disabilities Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Civil Rights Coordinator
Kevin Brown, Assistant Superintendent
Davison Community Schools
1490 N Oak Rd
Davison, MI 48423
(810) 591-0808

Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer within five (5) business days.

If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps.

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

A complainant wishing to appeal the written (or Step 1) decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If still unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting. The decision of the Board of Education shall be final.

Section III

If the complaint is against the Superintendent, it should be reported to:

Vice-President of the Board of Education
Davison Community Schools
1490 N Oak Rd
Davison, MI 48423
810-591-0801

COMPLAINT RECORD FORM

COMPLAINT

Title VI

Title IX

Section 504

Title II

Name:

Date

Address:

(Street)

(City)

(Zip)

Telephone:

(Home)

(School or Work Location)

Status of person filing complaint: _____

Student

Employee

Parent/Guardian

Other

Statement of Complaint (include type of discrimination charged and the specific incidents in which it occurred):

Signature of Complainant: _____

Date Complaint Filed: _____