



# **DAVISON COMMUNITY SCHOOLS**

## **Thomson Elementary**

### **Teacher Handbook 2018-19**

**DAVISON COMMUNITY SCHOOLS  
MISSION STATEMENT**

 **avison Community Schools**

**Where Kids Come First and Futures Begin**

*Connections ❖ Curriculum ❖ Opportunities*

**THOMSON ELEMENTARY  
MOTTO & VISION**

**IN THE END, IT IS A GOOD BEGINNING THAT COUNTS!**

Davison Community Schools  
THOMSON ELEMENTARY  
Teacher Handbook

August 2018

Dear Teachers,

We have a very exciting year ahead of us. Not only do we continue to grow and change to put kids first, but we have created a building that is a wonderful place for kids to get their educational start. This is due to all of you. Each staff member is an important part of the team, but teachers are the most important persons in the lives of children while they are at school.

The main goal of our school system is to provide the best possible education for our students. We have been hired to educate these students. To be successful, *we must all work together*, teachers, administrators, support staff, and parents. Please take time to contact parents during the first month of school and let them know that you want them to be an active participant in their child's education and share some of the good things that are happening.

I am very proud to be part of the Thomson Staff as we continue to grow and strengthen our kindergarten and developmental kindergarten curriculum.

The following handbook has been developed for your information. It is important that you read it thoroughly. The personnel policies are reviewed and changed as need. It is your responsibility to read and follow these. Additionally, please be sure that you carefully read and understand the Board of Education Policies and Procedures and your DEA Contract. If you have any questions about anything contained in any of these, please see me right away.

Here's to a happy and successful school year!

With great respect,

Natalie Miller  
Proud Principal  
Thomson Elementary

***The best part of teaching is that it matters.  
The hardest part of teaching is that every moment matters every day!***

## **BOARD OF EDUCATION GOALS**

**Instructional Goal:** All students will achieve academic success through quality instruction and support.

**Indicators:** Student achievement and growth will improve:

- Student academic performance in Michigan standardized tests will continue to show improvement gains each year.
- All students will show appropriate (year for a year) annual growth.
- The percentage of students achieving satisfactory performance on all subtests of the Michigan Department of Education Assessment Program will annually rank in the top 5% in the State of Michigan.
- 95% of all students enrolled in Davison High School and Davison Alternative Education High School will graduate in four (4) years.

**Resource Goal:** Davison Community Schools will maximize its resources.

**Indicators:**

- Fund equity in General Fund will remain stable while continuing to provide high quality instructional and supporting services.
- Use of facilities by community groups will increase.
- Transportation services will improve.
- Custodial and maintenance programs will improve.
- Energy usage will continue to be monitored to maintain cost avoidance.

**School Climate Goal:** Davison Community Schools will develop and maintain a cooperative, safe and respectful environment.

**Indicators:**

- Students, parents, community and staff are safe in all school facilities.
- Satisfaction with Davison programs (athletics, transportation, communication, DCER, extracurricular and food service) will improve.
- Implement use of our new student information system as a communication tool between parents and teachers.
- Community will demonstrate support for Davison Community Schools.

## THOMSON TEACHER'S HANDBOOK

### Table of Contents

Accident Reports	13
ADA Prohibition Against Discrimination Based on Disability	21
Anti-Harassment	22
Attendance Procedure	7
Bomb Threat	13
Breakfast and Lunch Program	10
Breakfast and Lunch Prices	10
Building Calendar	8
CA60's	15
Cell Phone Usage/Texting	9
Child Studies	15
Classroom Visitation & Teacher Evaluation	7
Closing of School in Inclement Weather	13
Communications from Teachers to Parents	8
Copy Machine	9
Daily Take-Home Folder	9
Disciplining of Students	11
Field Trips	13
Fire & Tornado Drills	14
Fundraising	12
General Dress Code (students)	17
Grades	15
Grievance Procedure/Complaint Record Form	18-20
Hallway Supervision	11
Keeping Children After School	12
Keeping Children in for Recess	12
Length of School Day	10
Lesson Plans	6
Library	12
Lockdown Drills	14
Lunch Times	10
Maintaining the Classroom	10
Marking Periods	15
Medication	13
MERT Drills	14
Nondiscrimination & Access to Equal Educational Opportunity	21
Nondiscrimination & Equal Employment Opportunity	21
Office Copy Machine	9
Other Safety Codes	14
Parent Teacher Organization (PTO)	12
Plan Books	6
Playground Dress Code	17
Playground Zones	12
Professional Learning Teams/Community	14
Promotion/Retention	16
Staff Meetings	7
Substitute Teachers (AESOP & Pre-arranged)	6
Substitute Teacher Folders	6
Telephone Use	9
Use of the Telephone	9
Weekly Bulletin	8

## **BEGINNING NOTES TO TEACHERS**

### **LESSON PLANS**

Lesson plans are of primary importance to good 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.

***Per Mr. Brown's memo on March 3, 2017, the essential components are to be included when writing lesson plans include:***

- The STANDARD that aligns with the lesson (required by state law, MCL 380.1249 2 (e) ((i))
- The LEARNING TARGET(S) aligned to the standard
- SUCCESS CRITERIA for the learning target
- PERFORMANCE TASK(S) for the lesson
- MATERIALS/REOURCES including text pages/ websites...used int eh lesson
- 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. It is expected that your lesson plans be specific, adequate and accurate for substitute teachers.

Lesson plans will be reviewed periodically throughout the school year by the principal and during 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 **September 7th** 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 as soon as you know you will need one. **If you determine you will need a substitute after 7:00 a.m., please request one through ASEOP and call the Thomson office.** If you have questions or problems, please call 591-0810. Please complete a pre-arranged absence form for other absences (school-related, personal days).

## **CLASSROOM VISITATION AND TEACHER EVALUATION**

### **Classroom Visitations/Observations**

Four to six times throughout the year, the Principal will visit your class for the purpose of observing the teaching/learning process. These observations will be approximately 15 minutes in length. Please think of these visits as positive! If a problem is discovered, it will be brought to your attention with suggestions for improvement. Observational feedback will be given via the 5 Dimensions Observational tool (new the year). Please be sure to read it thoroughly and answer/respond to any 'noticing/wonderings'.

### **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 State law.

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

7 Absences ..... **Call** Home by Teacher-Letters will be generated through Synergy and given to teachers for action.  
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 9:00 a.m. each day via the computer. It is the teacher's responsibility to monitor attendance and make referrals to the school counselor as necessary.

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, Shirley Herman, who will change the absence to 'excused.'

## **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 7:35 a.m. in the staff lounge or other designated area. Agendas will be printed in the Thomson Staff Newsletter. If you would like an item added to the agenda, please let the building principal know at least one week in advance.

Plan to arrive on time and stay for the entire meeting. If it is necessary for you to be absent or leave early, please notify the principal prior to the meeting. 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, staying off technology items unless needed for the meeting, and focusing on the topic and not “multi-tasking” by correcting papers, etc.

### **WEEKLY STAFF NEWSLETTER**

You will receive the “Thomson Staff Newsletter” each week via email in a SMORE. **Please read it carefully since you are responsible for the information included.** It is expected that you will share the important information that pertains to students/families in your classroom newsletters. Items to be included in the staff newsletter must be submitted to the Principal by Wednesday.

### **BUILDING CALENDAR**

The building calendar is located in the office. **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, 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.

Also, please make sure to subscribe to the Thomson Google Calendar for the most up to date events for staff & students.

### **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 newsletters are important ways to keep parents informed of what their child is learning, upcoming events and any other pertinent information. **All teachers are expected to send newsletters home each week.**

Teachers should utilize the SIDR to track parent communication.

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.**

Prompt responses to parent phone calls, notes, and e-mail give a powerful message to parents that they matter. This is a major public relations issue. The District requests that teachers respond to all parent contacts as soon as possible, but definitely within 24 hours. If a parent has sent you a lengthy e-mail that you know will take time to respond to, I recommend that you send a short note back and let them know that you will respond as soon as possible acknowledge that you have received their message. Then enlist some help if

needed and call the parent back. Upset parents feel better when they at least know you've received their message. It is also important to remember to carefully word and reread anything that you put in writing and when in doubt, call.

### **DAILY TAKE HOME FOLDER**

Each child will receive a plastic folder that has been purchased by the school. This folder is an important part of the home-school connection and should be sent home each night. Please send all papers, notes, etc. home in this folder and ask parents to send things back to you in this folder.

### **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.

Please do not give your classroom phone number to parents, as these phone calls will go straight to voicemail during the school day. We don't want a parent to leave information on your voicemail regarding busing and you not get it until after the school day has ended. Instead, please give out the school phone number, 591-0911. **In-coming calls to your classroom should be answered by an adult.**

### **CELL PHONE USAGE/TEXTING**

Feel free to use your cell phone for calling and/or texting during your break, lunch, or during your planning.

**Cell phone should not be used for calling, texting, FaceBook, etc. while on the job and doing so is cause for discipline.** If you have extenuating circumstances that would require that you have your cell phone out during class time, please see me directly.

Please know that our office staff always answers the phones in the main office between 8:00a.m.-4:30p.m. You can be assured that when your child/spouse calls with an emergency, you will be notified immediately.

### **OFFICE COPY MACHINE**

Thomson has a copy machine located in the main office. 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 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.

### **LENGTH OF SCHOOL DAY**

Students begin school at 8:35 a.m. and end their school day at 3:28 p.m. Students will be released from the buses for breakfast at 8:15 a.m. or upon arrival thereafter. Students dropped off by a parent will be allowed to enter the building starting at 8:15 a.m. At that time, students will proceed to their classrooms.

Teachers report at 8:20 a.m. and are expected to be at their door ready to greet students when they enter the classroom at 8:25 a.m. Teachers are to remain in their room or building until 3:33 p.m.

### **BREAKFAST AND LUNCH PROGRAM**

Our students will be able to purchase breakfast and lunch through the 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:

Lunch A1	. 11:35 a.m. - 12:15 p.m.
Lunch B1	. 11:45 a.m. - 12:25 p.m.
Lunch A2	. 12:25 p.m. - 1:05 p.m.
Lunch B2	. 12:35 p.m. - 1:15 p.m.

Please have lunch counts posted on your door by 9am. Remember to include adult lunch counts too.

### **BREAKFAST AND LUNCH PRICES**

	<u>Children</u>	<u>Adults</u>
Breakfast	1.25	
Hot Lunch	2.30	\$4.13
Milk	.40	

Students make deposits to their lunch accounts by placing their money or check in the lunch money envelope, completing the required information and it should be placed on the clipboard outside the classroom or taken to the kitchen. 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 the youngsters. 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 located outside of the teachers lounge in the hallway. 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 a safe which can be used to secure it over night. According to District policy, all money collected from students must be turned into the office each night. 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.
6. Over the last few years, our classrooms have been updated technologically. Please notify the office immediately if something 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 that the custodian can clean the room.
8. Classroom doors are to remain locked at all times.
9. If you have Maintenance/Custodial requests or concerns, please complete the appropriate form in the office and submit it to the Principal.

### **HALLWAY SUPERVISION**

Teachers are to supervise their students in the hallways as they go to music, library, computers, gym, or to the restrooms. 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. Establish policies and procedures from the first day school. Every child needs to know exactly what is expected. Be consistent. Teach the Cardinal Code. 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. In order to ensure consistency, all staff should be following the Cardinal Code Lesson schedule focus for the week.

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

### **PLAYGROUND ZONES**

Teachers and playground monitors will follow the same playground zone schedule to determine where students should play at lunch recess and extra recess. All kindergarten teachers must supervise their own students if they take them out for an extra recess. Teachers are responsible for making sure that students are

dressed appropriately for outside play, and that temperature guidelines are followed.

### **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. It will not be the responsibility of playground staff to monitor students for classroom discipline. The teacher must be in his/her room with the children while they are working. If a student will miss recess or part of recess for discipline, the teacher should contact the parent.

### **KEEPING CHILDREN AFTER SCHOOL**

Before keeping a child after school, the teacher must inform the parents and principal, and receive their permission. It is the teacher's responsibility to supervise the child, and arrange for him/her to get home safely.

### **LIBRARY**

Students will have one 30-40 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. Nill or Mr. Ruterbusch.

### **PARENT TEACHER ORGANIZATION –‘PTO’**

The Thomson PTO meets monthly to plan activities. They have done many nice things for our school over the years and want to continue to support the many wonderful things we do here. 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 write 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.**

### **ACCIDENT REPORTS**

If one of your students is injured while under your supervision, an accident form must be completed. These forms are in the main office. Teachers will complete reports. 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. Call Kathy Morris if care is needed for an injury.

## **FIELD TRIPS**

Field trips are a valuable tool to enhance classroom instruction. **Field trips must be directly related to curriculum.** Unfortunately, due to budget constraints, field trips will be limited. Teachers are encouraged to take advantage of and explore the option of virtual field trips. Having a speaker or activity come into the school is also an option.

## **MEDICATION**

It is necessary for some students to take medication during the school day. All medication is kept in the main office. All medicine must be administered in the Main Office by office staff or other designated personnel in accordance with the Physician signed Authorization to Administer Medication and/or other Health Care Plan form(s). These forms are available in the office. In the event of an emergency, medication may be taken to the child by Office Staff or a member of the building MERT Team.

## **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**

If you are in the office and answer the phone (and it's a bomb scare), **don't** hang up. Listen carefully for background noise and note anything you can. Get the attention of other staff in the office and let principal know a.s.a.p.

## **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 follow ALICE Training procedures until the lockdown has ended (by announcement).

## **MERT (Medical Emergency Response Team) DRILLS**

“**MERT Team to....**” This signals a medical emergency. All students and staff should be cleared from the hallways and kept in classrooms until an ‘all clear’ is announced. No staff or students other than the MERT Team and other designated personnel should be in the hallways or traveling the building.

## **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 TEAMS**

Thomson is organized to be a Professional Learning Teams that participate as part of a larger school 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

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 PLTs and collaborative teams so that they may benefit from the experience and knowledge of their colleagues and thus grow professionally and personally.

## **CA-60’s**

The CA-60’s are kept in the 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. This would include grandparents, aunts and uncles.**

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  
Psychological Testing  
Learning Improvement

Speech Class  
Social Worker

## **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.

## **CHILD STUDY MEETINGS**

Child study meetings will be held monthly to discuss any major concerns that teachers have regarding students. Teachers must complete a SIDR online prior to a child study meeting being scheduled. It is a good practice to begin documentation in the SIDR at the initial concern/contact with parents. This will save time later. Teachers need to contact the principal in order to gain access to the SIDR form.

## **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 At grade level, proficient and progressing as expected
- 2 Below grade level, needs additional time, instruction and practice to become proficient
- 1 Significantly below grade level, needs intervention
- 4 Above grade level, exceeding expectations

#### **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: Technology, 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 the report card program.

### **Special Education: ECDD, CI, LD, 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 special services personnel, principal, 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 the Retention Form 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. The Retention Form should be completed.

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

### **GENERAL DRESS CODE (from Student Handbook)**

Part of our attempt to provide a suitable environment for learning is the establishment of a dress code for students. We believe that school is a place for work, not play, and that children will learn to respect this atmosphere with the cooperation of the parents. The following dress code will be expected at Thomson:

Always acceptable:

- Pants, jeans, slacks, capris, sweat pants and sweat suits
- Shirts, blouses, t-shirts, sweat shirts and sweaters
- Shorts (appropriate length)
- Dresses, skirts and jumpers
- Tennis shoes, sneakers, sandals, and casual/dress shoes

Unacceptable:

- Mini-skirts, short-shorts, and shorts made of spandex are **not** to be worn.
- No halter tops, camis or shirts with spaghetti straps.
- No see-through shirts or blouses.
- No bare midriffs (boys or girls).
- No clothing with suggestive or offensive words, pictures or symbols.
- Hats and hoodies are not to be worn in classrooms/hallways.
- Sunglasses are not to be worn in classrooms.
- No flip-flops, rollerblades or shoes with wheels.

According to state law, shoes must be worn at all times. Tennis shoes or sneakers are needed for physical education class. Students may not wear their winter boots in the classroom.

Parents have the responsibility to see that their children are properly dressed when they leave home. Parents will be notified if their child arrives at school dressed in inappropriate clothing.

**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.

**If a child does not have appropriate clothing for hot or cold weather, call the child's parents and notify the office right away!**

**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



## NON-DISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

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 (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.

*The above statement needs to appear in the following:*

- District Website
- Parent/Student Handbook
- Course Catalogs
- Recruitment Materials for Students
- Newspapers/Magazines
- Cardinal Caller
- Newsletters/Memoranda
- Bulletins/Postings
- Other Written Communications
- CTE Annual Public Notice
- CTE Website
- District Annual Report

## NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

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.

*The above statement needs to appear in the following:*

- District Website
- Employee Handbook
- Employment Applications
- Recruitment Materials for Employees
- Job Postings

## ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

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.

*The above statement needs to appear in the following:*

- District Website
- Parent/Student Handbook
- Recruitment Materials for Students
- CTE Annual Public Notice

## ANTI-HARASSMENT

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 above statement needs to appear in the following:*

- District Website
- Employee Handbook
- Parent/Student Handbook