

Clarenceville School District

Teacher's Handbook



Clarenceville Schools is an Affirmative Action/Equal Opportunity Employer. The Board will enforce its prohibition against discriminatory harassment based on race, color, national origin, sex, disability, age, religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal or State civil rights laws (hereinafter referred to as "unlawful harassment"). The Board encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems in a manner consistent with School District policies. The Board will investigate all allegations of 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 Board will take action to ensure that applicants are employed and promoted without regard to their race, religion, color, handicap, sex, national origin, age, height, weight, or marital status. The Superintendent has been designated to handle inquiries regarding the nondiscrimination policies. The Superintendent's office is located at 20210 Middlebelt Road, Livonia, Michigan 48152.

TEACHER'S HANDBOOK

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HANDBOOK PURPOSE

The purpose of this handbook is to provide employees with the appropriate information, policies and procedures pertinent to their job performance in the Clarenceville School District. Terms of employment with the district are specifically defined in the CEA Master Agreement with the bargaining unit of the district. This handbook is provided as a reference tool for staff.

DISTRICT MISSION STATEMENT

The mission of the Clarenceville School District is to create a learning environment where All Means All.

DISTRICT VISION

The vision of the Clarenceville School District is to become a learning culture where all students will be empowered to face the challenges of the 21st century.

Supported by an enthusiastic faculty, dedicated staff, committed families, and a proud community, we create a safe and caring environment that fosters deep and enduring personal relationships. We provide our students with an academic foundation designed to promote the learning necessary to be successful in a global society by including global competencies of Communication, Critical Thinking, Creativity, Character, Collaboration, Citizenship leading to an understanding and appreciation of diverse cultures and physical, social, and emotional wellness.

Within this supportive atmosphere, our students explore their talents and interests, set individual and group goals, and pursue courageous endeavors in all areas of their lives. Cooperative relationships among families, businesses, organizations, community members, and the school provide strong ties which enhance learning beyond the walls of the school.

We value a culture of civility where all stakeholders are treated with fairness, are celebrated for their successes and are respected for their contributions.

We prepare our students to live their lives with resilience, compassion, and above all integrity. As our students move through life we know that they are prepared to act knowledgeably, lead thoughtfully, share generously, and contribute meaningfully.

DISTRICT STRATEGIC GOALS

<p>Instruction & Curriculum for All</p> <p>Commit to effective and equitable instruction and curriculum for all learners.</p> <p>Identify and implement innovative and effective instructional practices to maximize student engagement.</p> <ul style="list-style-type: none"> We will transition all curriculum to be future focused. We will ensure resources are available that allow students to engage in authentic, innovative learning. We will create a climate where students will take learning risks and be willing to collaborate and share their thinking because their thinking is valued. <p>Promote equitable learning through the Principles of Effective Instruction.</p> <ul style="list-style-type: none"> We will ensure that all district teachers understand how to use the Principles of Effective Instruction, by unpacking each practice and providing explicit examples for each. <p>Develop students' skills for future success.</p> <ul style="list-style-type: none"> We will ensure 100% of classes will provide students with authentic, innovative learning opportunities that incorporate creativity, critical thinking, citizenship, character, communication, and/or collaboration (5 C's) 	<p>Well-Being for All</p> <p>Promote and support the well-being of students, staff, and families.</p> <p>Create a culture of mutual respect of differences.</p> <ul style="list-style-type: none"> Staff and students are culturally aware and responsive. <p>Enhance existing prevention and intervention services to be responsive to student needs.</p> <ul style="list-style-type: none"> Behavior intervention services are designed to address student needs when Tier 1 prevention has not been met. Families are equipped to support their own well-being as well as the well-being of their children. <p>Identify and adopt models for improving building and classroom culture and climate.</p> <ul style="list-style-type: none"> Classrooms will have positive cultures with clear expectations of student and adult behavior through consistent implementation of Social Emotional Learning curriculum. The physical environment of the buildings is inviting, safe for all, and is conducive to learning. 	<p>Engagement for All</p> <p>Strengthen partnerships within our community for the benefit of our students.</p> <p>Explore and identify approaches to increase meaningful connections among schools, families and community.</p> <ul style="list-style-type: none"> Our schools will work in partnership with parents, students, and community organizations to increase opportunities for service learning. Increase family engagement during and after the school day. Streamline communications. <p>Expand community and business partnerships to broaden support for student learning.</p> <ul style="list-style-type: none"> Encourage students to pursue their interests by exposing them to diverse opportunities available after graduation that will create productive citizens of the future. 	<p>Professional Learning for All</p> <p>Prioritize professional learning for all staff.</p> <p>Approach professional learning through systems and structures that eliminate barriers and expand opportunities for all learners.</p> <ul style="list-style-type: none"> Create a Professional Learning District Team to plan for District Professional Learning which will include early release for students with extended day for teachers. Build capacity in teacher leadership around Tier 1 instruction by providing focused professional learning through instructional coaches at all levels. Provide focused district professional learning to build common language and common understanding for district initiatives. Implement job-embedded teacher role with focused Professional Learning Communities (PLCs) around Tier 1 instruction.
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PRINCIPLES OF EFFECTIVE INSTRUCTION:

- Building Learning Communities:** We believe effective instruction is grounded in caring, respectful relationships with all learners.
- Learner-Centered:** We believe effective instruction empowers learners to take ownership of their learning.
- Deep Understanding:** We believe effective instruction involves demonstrating a deep understanding of what to teach and how to teach it.
- Assessment:** We believe effective instruction relies on decision-making based on what learners understand and can do.
- Feedback:** We believe effective instruction relies on a reflective, growth-focused dialogue between educator and learner.

CLARENCEVILLE SCHOOL DISTRICT STAFF BELIEVES:

- All people have value, worth and dignity.
- Everyone can learn.
- All individuals are unique.
- Learning is a lifelong process.
- Everyone can experience success.
- Change is inevitable.
- Cooperation leads to greater learning and productivity.
- Continuous improvement comes from trying new ideas.

CLARENCEVILLE SCHOOL DISTRICT BOARD OF EDUCATION GOALS

1. The district will recognize and honor individual differences and cultural diversity.
2. The district will communicate and work with staff, parents and community members to develop and promote quality programs and services.
3. The district will place emphasis on and implement strategies to raise student achievement at all levels as measured by M-Step, PSAT, SAT and MME standardized testing and other district assessments.
4. The district will continue its work in MiCIP school improvement, with the goal of preparing all students to be successful as they move from home to school, grade to grade and school to career.
5. The district will support programs that challenge students to achieve at the highest possible academic level.
6. The district will continue to implement a plan for the ongoing professional growth of all staff members.
7. The district will operate a balanced budget and remain financially sound while working to maintain the fund equity.
8. The district will improve the appearance and utility of all buildings as an ongoing priority.

DISTRICT ADMINISTRATION

Melissa J. Carruth, Ed.S

Superintendent
248-919-0255
Cell: 248-770-8615

David G. Bergeron

Assistant Superintendent of Business & Support Services
248-919-0253
Cell: 248-388-1333

Dr. Tim Constant

Director of Learning Services of Learning Services
248-919-0252
Cell: 248-214-8620

Jason Zewatsky, Ed.S

Director Special Education & Student Services
248-919-0291
Cell: 248-755-3558

Kevin Murphy

Director of Athletics and Operations
248-919-0217
Cell: 248-388-1360

Clarenceville School District

20210 Middlebelt Road
Livonia, Michigan 48152-2099

Executive Assistant: Tammy Smith

248.919.0400
Fax 248.919.0430

District Website: www.clarencevilleschools.org



<https://www.facebook.com/ClarencevilleSchoolDistrict/>



District Hashtag: #CSD_AllMeansAll

CLARENCEVILLE SCHOOL DISTRICT BOARD OF EDUCATION

PRESIDENT
Dennis Myers
19973 Milburn
Livonia, MI 49152

VICE PRESIDENT
Cindy Immonen
20427 Milburn
Livonia, MI 48152

SECRETARY
Position Open

TREASURER
Andrea Watt
20137 Weyher
Livonia, MI 48152

TRUSTEE
Patrick Marretti
21338 Waldron
Livonia, MI 483362

TRUSTEE
Darwin Morgan
20080 Brentwood
Livonia, MI 48152

TRUSTEE
Jessica Ellis
19847 Weyher Street
Livonia, MI 481522

To learn more about our Board of Education members [click here](#).

In compliance with Act 267, of Public Act of 1976, Section 5, Part (29), the schedule of the Clarenceville Board of Education meetings can be found at [this link](#).

Regular meetings are held in the Board of Education Conference Room at the Clarenceville Middle School, 20210 Middlebelt Road, Livonia, Michigan on the 2nd and sometimes the 4th Thursday of every month. Please note: some meetings only have one meeting scheduled. Regular meetings begin at 6:30 p.m. Please check the schedule of meetings for any location changes. Notice of special or rescheduled meetings will be placed on the door of the Board of Education Office and on the Clarenceville website at least 18 hours prior to the special or rescheduled meetings. All citizens are invited and welcome to attend any or all of the meetings.

Official minutes of school board meetings are stored in the Superintendent's office and are also available on the Clarenceville Website at [this link](#) for inspection. If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the meeting or hearing, please contact Melissa J. Carruth, Superintendent, at 248 919-0250 at least one week prior to the meeting or as soon as possible.

BOARD POLICY

It is the responsibility of the teacher to review, understand, and comply with all Clarenceville School District Board Policies. The CSD Board Policies can be found on the School District website at the link found below.

Clarenceville School District Board Policy

<https://z2policy.ctspublish.com/luskalbertson/browse/clarencevilleset/welcome/root>

CLARENCEVILLE SCHOOLS

Clarenceville High School

20155 Middlebelt Road
Livonia 48152
(248) 919-0408
Fax: 248-919-0438
Student Absence Line: 248-919-0208
Principal: Todd Noonan
Co-Principal: Terrence Blevins
Athletic Director: Kevin Murphy
Secretary: Courtney Schnettler
Attendance and Athletics Secretary:
Toni Bailey
[High School Website](#)

Botsford Elementary

19515 Lathers
Livonia, MI 48152
(248) 919-0402
Fax: 248-919-0442
Student Absence Line: 248-919-0385
Principal: Bryan DeCaire
Secretary: Stacy Mueller
[Botsford Elementary Website](#)

Clarenceville Middle School

20210 Middlebelt Road
Livonia 48152
(248) 919-0406
Fax: 248-919-0436
Student Absence Line: 248-919-0272
Principal: Dr. Lawrence Rudolph
Assistant Principal: Dan Miller
Secretary: Stacey Wittscheck
Attendance Secretary: Mary Kirby
[Middle School Website](#)

Grandview Elementary

19814 Louise St.
Livonia 48152
(248) 919-0404
Fax: 248-919-0434
Student Absence Line: 248-919-0317
Principal: James Miller
Secretary: Verlisa Leonard
[Grandview Elementary Website](#)

FREQUENTLY REQUESTED PHONE NUMBERS

Department	Name	Phone
Accounts Payable/Receivable	Simone Elatab	257
Athletics	Kevin Murphy	217
Controller / Director of Finance	Angela Miller	257
Business/Finance/ Operations Office	Dave Bergeron	253
Curriculum and Instruction	Tim Constant	252
Data, Assessment & MTSS Coordinator	Jamie Gleason	248-579-3784
GCN Training	Tammy Smith	250
GSRP	Jodie Griffin	360
Food Services (SFE)	Timothy Connors	219
Maintenance & Operations	Kevin Murphy	461
Payroll/Benefits	Kim Hill	278
Preschool/Latchkey - Botsford	Leeanne Buckley	361
Preschool/Latchkey - Grandview	Alicia Iles	320
Schools of Choice	Tammy Smith	250
Staff Professional Learning	Tim Constant	252
State and Federal Programs	Tim Constant	252
Student Services/Special Education	Jason Zewatsky	291
Student Services/Pupil Accounting EA	Jen Snage	290
Superintendent's Office	Melissa Carruth	250
Technology Support	(Help Desk)	248-209-2060
Technology Specialist	Tommy Burton	246
Technology Integration	Rebecca (Becca) Horton	240
Transportation Department (Trinity)	Javier Lopez	461

DISTRICT ORGANIZATIONAL CHART

The Clarenceville District Communication Resource Flowchart has been created as an easy reference guide on who to contact with questions and concerns. To access the organizational chart, please [click this link](#).

TEACHER ATTENDANCE / TARDINESS

Guidelines for teacher absence are stated in the Master Agreement between the Clarenceville School District Board of Education and the Clarenceville Education Association.

Clarenceville School District uses RED ROVER as their absence management system. The Absence Management service is an online resource available at [this link](#). You will need your Identification (ID) and PIN numbers that were provided to you by Central Office (Melissa Carruth or Tammy Smith). Once you are logged into Red Rover you will navigate to the 'Record an Absence'. Your transaction is not complete until you receive a confirmation number. If you need assistance in working with the absence reporting systems, please contact the building administrator or secretary.

You will have **two hours** before your regular teacher start time to enter an absence. If you are reporting an absence within 2 hours of your start time, you must contact your building secretary and building administrator to record your absence and secure a guest teacher. Absences can be taken either in half-day or full-day increments.

The District-established business hours are based on a 7.5 work day. Each building's schedules are listed below:

- High school's contractual times are 7:16 am - 2:46 pm
- Middle school's contractual times are 7:45 am - 3:15 pm
- Elementary contractual times are 8:20 am - 3:50 pm

Please note: Any staffing schedule changes that are different than what is stated above is at the discretion of the building administration.

Regularity of attendance and punctuality is essential to the orderly performance of our work. As an employee, you are required to be punctual and regular in your attendance. When you are absent or late for work, your work must be performed by others just as you must perform their work when they are absent.

You are required to report to work on time and be prepared to start work at your regularly scheduled and contractual starting time. You are also required to remain at work through the end of your schedule and contractual time except for regularly scheduled breaks or authorized leaves by the building administrator.

If an emergency arises and you will be absent or tardy, you need to contact your building secretary and building administrator immediately. In all emergency cases where you may be absent or tardy, you must provide your building administrator with an explanation.

Excessive absenteeism, whether excused or not, is not acceptable. Each situation of excessive absenteeism or tardiness will be evaluated on a case by case basis. Documentation of absences is highly encouraged. At the beginning of each school year, each bargaining unit employee employed by the District shall be credited with a ten (10) day sick leave allowance to be used for absences from duty because of personal illness or temporary physical disability, or illness in the immediate family. The immediate family shall be interpreted as husband or wife, mother, father, sister, brother, son, daughter, or grandparents and the same relatives of the spouse.

The unused portion of each year's leave shall be allowed to accumulate without limit. The purpose of accumulated sick leave is for the financial protection of the bargaining unit employee in the event of and during his/her extended personal illness, or illness in the immediate family as defined above. A medical statement showing a bargaining unit employee's fitness to resume his/her duties may be required following the granting of sick leave pay for days used from accumulated sick leave.

RED ROVER USER GUIDE for School Related Absences

This information is extremely important and is the responsibility of the TEACHER. When a teacher is out for a school-related purpose, they **must be coded** as one of the following:

School Business: Use only for IEP/504 meetings, Principal Designee, testing of students, other Parent Meetings, School Field Trips with students.

Professional Learning: Use only for any time a teacher is learning something or discussing student learning or instruction or curriculum. EXAMPLES: Any workshop/conference, curriculum meeting, grade level meetings, content area meetings at Oakland Schools or in district.

The teacher MUST write in the Admin notes section what they are doing if they use either code listed above. Please understand that guest teachers are paid for with different grants. Without this information, it is almost impossible to fund the guest teachers correctly.

If you are not sure how to code your absence, contact Director of Learning Services, Dr. Tim Constant, by email or phone at 248-919-0252.

PROFESSIONAL BEHAVIOR

Teachers are expected to promote student growth and learning in a safe and orderly environment. A professional educator learns how to promote student growth in many ways. Students should be expected to perform at or above expectations, solve problems, use research, apply higher order learning skills, use cooperative learning, and use technology as a tool in the learning process. Through all of the individual motivation and support a teacher must maintain a professional role and not place themselves in inappropriate situations with students. A student should always know that the teacher is a facilitator of learning. (Please reference the Clarenceville [Board Policies](#) for further information. See [Section 2002](#)).

PROFESSIONAL EXPECTATIONS

1. Arrive on time to work and stay at least until the time that your contract stipulates.
 - a. Having a planning period at the beginning of the day does not mean you can arrive late to school.
 - b. Having an end of day planning period does not mean you can leave early.
2. Supervise your students at all times. If you must leave your classroom due to an emergency, find another adult to take your place and alert the office.
3. Co-teachers should both be present in the classroom; that's the point of co-teaching.
4. Para-professionals are there to assist the teacher and students.
5. Hallway supervision is key! Work with your colleagues to ensure your area of the hallway is supervised. It is expected that you are at your door greeting your students at the start and end of each day or class period.
6. Take accurate and timely attendance for every class you oversee, including when you act as the guest teacher for a colleague. Do not wait for the end of the day to submit your attendance.
7. If you must be absent, leave detailed lesson plans for your students and guest teacher, including sufficient, meaningful activities. Plans should either be a hard copy or uploaded into Red Rover and include at least the following:
 - a. Lesson plans. Including all handouts and materials needed. Do not expect a guest teacher to make copies of handouts for you.
 - b. Leave an explanation of classroom routines and procedures. You could just include what you send to families at the beginning of the year.
 - c. Leave your daily schedule. Leave a time schedule of when the guest teacher should report to each class and if they have any additional "duties" such as hall duty or bus duty.
 - d. Leave a class roster.
 - e. Leave a current seating chart for all times of day (elementary) or all sections (secondary).
 - f. Students with Special Needs. Any students with special accommodations as noted in an IEP or 504
 - g. Student with Special Schedules. The schedule for any students that receive services outside the classroom and would be leaving the room - ELL, interventions, resource room, speech, etc

- h. Students with medical issues. Leave a list of students with food allergies or other medical needs that a guest teacher should be aware of.
 - i. Students with medication. Leave a list of the students that need to take medication and at what time they should report to the office.
 - j. Emergency procedures. Alert the guest teacher of the school procedures for emergencies with emergency contact phone numbers.
 - k. Be sure to include directions on how to take and submit attendance.
 - l. Assign a classroom helper. Leave a name of a go-to student for each class period.
8. It is a teacher's responsibility to create a set of 3 days of lesson plans that could be used at a moment's notice. These plans should be left in the school office or in an area designated by your administrator and submitted electronically in Red Rover. Please be aware that if your emergency plans are used, it is the teacher's responsibility to replenish the lessons.
9. Attend and participate actively in all staff PL meetings. Teachers not present at meetings must be excused by the building principal by written notice at least 24 hours in advance of the meeting and are responsible for all learning.

Teachers attending professional development outside of the district on the day of any meeting must return to school for the meeting unless approved in writing by building administration or the Director of Learning Services.

Before attending an alternative professional learning opportunity, approval needs to be granted by filling out the [alternative professional learning form](#) and to receive building administration approval no less than two school days before the scheduled PL. Athletic Coaches or teachers associated with the theater are not approved for absence from meetings except on game days or performance days, but must still provide written notice.

To ensure that the teacher has received all pertinent information missed, the teacher must communicate with the building administrator within 24 hours of their return to the building to receive any missed learning.

10. It is a teacher's responsibility to familiarize and adhere to all district and building safety protocols, which includes keeping all classroom doors locked and closed, except during passing time.

Interacting with Students

1. Always encourage and model respectful behavior with students, especially when confronting inappropriate behavior.
2. Foster a positive, welcoming learning environment that values all students and seeks/mandates each student's input.
3. Keep your students engaged in meaningful activities from bell to bell. Students should not be lining up at the door, waiting for the bell to ring.
4. Address student behaviors privately.
5. Separate behavior from the student. Please remember that many of our students come to us with trauma, therefore, we need to understand that behavior is a sign of communication, as well as, we need to lead our classroom using trauma-informed teaching strategies.
6. In accordance with [Michigan School Law](#), restorative practices should be used when interacting with students. Additionally, RULER tools should be used as the district approved resources when interacting with students.

Functioning as a Team

1. Be conscious of how your behavior affects the others around you and the overall team.
2. Concentrate on doing your job to the best of your ability and trust that others are doing theirs to the best of their abilities.
3. Professionally and respectfully voice your opinion.
4. Actively listen to the thoughts of other team members.
5. Trust your colleagues, support the team, and follow through to the best of your ability with all decisions whether you agree with them or not.
6. Use time that is given to you wisely and productively.
7. Expect that there will be times where you need to make a judgment call, and know that the administration trusts you to do so.
8. Ask for help/support when you need it.
9. Do your job to the best of your ability because you want to help kids, because you have a responsibility to the team, and because it's the right thing to do.

DRESS CODE

All employees are expected to dress appropriately for work. The level of dress is determined by the type of work that is required. The School District, however, maintains the right to impose reasonable restrictions on dress and grooming, where the style of dress or grooming is reasonably considered unprofessional to the School District's mission and/or the health, safety, or welfare of the employee while on school property. If you have a question regarding appropriate dress for your work classification, you should seek direction from your supervisor as to what attire is appropriate. It is expected that persons doing jobs that require protective clothing or equipment will wear that clothing or equipment at all times, while doing those jobs.

IDENTIFICATION BADGES

For safety purposes, all employees will be issued and are required to wear an employee identification badge in a way that it can easily be observed at all times. Badges are issued when hired or at the District's discretion. If you lose your ID badge, please contact your supervisor and Executive Assistant to the Superintendent, Tammy Smith, immediately.

KEYS/SECURITY ID BADGE

You may be provided with keys and/or an electronic security ID badge to your work area and/or the building. Keys/Security ID Badges are never to be loaned to another employee or a student. Keys/Security ID Badges are never to be reproduced. Keys/ Security ID Badge must be surrendered upon termination of employment. If you lose a district key or electronic security ID badge, please **notify the Executive Assistant to the Superintendent, Tammy Smith, immediately**. Please note that loss of these items can compromise building security and immediate notification is required. Loss of a district key or electronic security ID badge will result in a \$15 replacement fee.

REQUISITION OF SUPPLIES

An adequate supply of most classroom instructional supplies are purchased and kept in the building. Some special items may need to be purchased with prior approval from your building principal. All materials that are purchased for classroom use must follow the procedure as is set forth:

1. The teacher must make a request for supplies to the building secretary and the principal for approval following the following process:
 - a. [Steps for teacher supplies request](#)
2. After approval, the principal's office will either purchase with a district purchase card or submit a purchase order to the Business Office for approval unless the order is purchased with a district purchase card.
3. The building administrator and then the Business Office will approve any purchase order and forward it to the vendor (may be a different brand if the product is of equal quality).
4. When goods are received, those are to be compared to the packing slip. The packing slip should note any discrepancies, be signed, dated, and forwarded to the business office or returned with the purchase card statement.

SCHOOL-RELATED MONEY

Teachers **shall not** keep school-related money or valuables anywhere except in the main office vault or safe. Teachers shall not house money or valuables in their classrooms. Any school-related funds should be turned into the principal or building secretary as soon as possible but no later than the end of day for safekeeping in the office vault or safe. Under no circumstances are teachers to place school-related money into their personal banking accounts, nor are teachers to open a bank account for any school-related project.

PERSONAL MONEY & VALUABLES

School burglary insurance only covers items for which the district has title. The school district is not responsible for the loss of personal items.

CROWDFUNDING

Crowdfunding is the practice of funding a project or idea by raising donations of money or supplies from a large number of people, typically via the internet on sites like *Donors Choose* or *Adopt a Classroom*. These projects are considered fundraisers and should follow the provisions of [Board Policy 5011](#). Projects approved for crowdfunding must align with school and district priorities and must be approved by your principal BEFORE making the online request. Use the form found at [this link](#). Crowdfunding projects may not be conducted on behalf of an individual or an outside party. Staff members must consider whether the materials or equipment requested require storage, installation, ongoing maintenance or any other commitment of district resources. Before putting in a Crowdfunding request, please consider using district approved funds or writing a CEF grant. In addition, the following guidelines must be followed for any crowdfunding campaign:

1. [Crowdfunding Request form](#) must be submitted and approved by the Principal prior to posting the campaign online. [Forms](#) should be submitted in a timely manner in order to allow time for the approval process.
2. Once approved at the building level, the crowdfunding request needs to be approved by the superintendent.
3. Once both levels have been given approval, crowdfunding accounts may be set up under the school's name and address, using the district's number. No account may be established in an individual staff member's name. Staff members are cautioned to not use personal social security numbers to establish accounts.
4. Be sure to verify any terms or conditions agreed to on the website. It is the staff member's responsibility to comply with the agreed upon terms and conditions.
5. Individual donors to projects on third party crowdfunded websites will not receive acknowledgment of their donations tax-deductible status from Clarenceville School District. Staff members must not make any claims of tax deductible status in their project narrative.
6. Cash donations from crowdfunding sites are not allowed. Therefore, sites like *Go Fund Me* are not permissible.
7. All donations or property received through crowdfunding campaigns become the property of Clarenceville School District.
8. Funds or materials obtained through fundraising must be used for the stated purpose. All purchases made with funds received through crowdfunding must comply with Board Policy.
9. Any teacher that transfers grade levels may take the materials with them if they so desire and if the materials are usable in the transfer. If a teacher leaves the district, the items must stay with the district.

CLASS RECORDS

The keeping of accurate records, both electronic and paper, is an essential responsibility of each teacher. Such records are teachers' documentation and communication of each student's attendance, progress, and achievement and are considered confidential and a legal source of such information. Records are confidential and are protected under the Federal Educational Rights and Privacy Act (FERPA). Records are used not only by the teacher but are also open to administrators, students, and parent(s)/guardian(s) and should be based upon excellent rationale in case a dispute should arise. Therefore, all records kept must clearly define what is being recorded, be accurate, be updated in a timely manner (as defined by the building principal), and be in accordance with Board Policies. Teachers' records are official documents that belong to the school district.

Teachers are required to maintain accurate attendance daily. At the elementary level, teachers are required to take attendance twice per day, morning and afternoon. At the secondary level, teachers must take attendance each class period. Teachers are required to verify attendance records weekly with their signature. Please see your school secretary for more information. If you need help with maintaining records in our Student Information System (MiStar), use the Help section in the upper right corner of the main screen or see your building secretary or administrator.

(Please reference the Clarenceville [Board Policies](#) for further information, including, but not limited to [2003 - Education Records](#)).

FIELD TRIPS

Procedure

1. All field trip requests must be approved by the School Administration prior to making deposits, reservations or requesting transportation. Use the form at [this link](#) to make a request.
2. Using our district buses is the preferred method of transportation.
3. Prior to seeking approval, ensure that district transportation is available. Please note, that the district transportation will do all that they can to honor our scheduled trips, but last minute cancellations could occur.
4. District buses will need to maintain morning and afternoon schedules, therefore, field trips will be limited in time and distance so as not to interfere with established schedules. All daytime field trips must return to Clarenceville by 1:45 p.m unless special arrangements are made with administration and transportation.
5. All students attending the trip must have a signed permission slip using the [District Field Trip permission slip](#) form found at [this link](#).
6. All chaperones that are not district employees must have a completed and approved iChat. iChat clearance needs at least 48 hours notice. [Click here for the iChat form](#). No exceptions!
7. All chaperones must also complete the [Chaperone Form](#) found at [this link](#).

8. The teacher (sponsor) will be **required** to ride on the bus with the students and should see to it that a classroom atmosphere is attained.
9. Trip sponsors must bring emergency contact information for each student attending the trip as well as any medication needed for students attending.
10. The sponsor is responsible for securing the medication during the trip. No student or chaperone should handle medication.

Responsibilities of Teachers while using District Transportation

1. The teacher (sponsor) will be held responsible for the conduct of the students and must ride the bus. If there are multiple buses, at least one teacher must ride on each bus.
2. The driver's first responsibility is the safety of his/her passengers. The driver will have complete control of the vehicle and passengers and his/her decision is final.
3. The teacher should review all transportation rules with students prior to departure.
4. All students are seated before the bus is in motion.
5. Never allow obstacles to be placed in the aisles.
6. Keep hands and heads inside the bus at all times.
7. Use the front door only for entering or leaving the bus except in an emergency situation where the back door will also be used.
8. Smoking, eating, and drinking are strictly prohibited at all times.
9. Buses must be left clean, sanitary, and orderly at all times.
10. No animals may be transported on field trips.
11. The driver is assigned a designated route. Please do not ask him/her to deviate, No stopping at restaurants for students unless permission is given prior to the trip.
12. At the end of the trip, the sponsor will sign a sheet with the driver indicating the time the trip arrived back at his/her building.

(Please reference the Clarenceville [Board Policies](#) for further information, including, but not limited to [6008-Transportation](#)).

TEACHER EVALUATION

The District is committed to the growth and development of all staff. Evaluations will be conducted annually to support growth, optimal performance, and encourage communication and understanding between the employee and supervisor. Your evaluation should let you know what you do well, areas where improvement is needed, and it should guide you to set goals for your future performance. After your evaluation has been conducted, you will review the results with your supervisor, who will then ask you to sign the evaluation and acknowledge that it has been discussed with you and that you have had an opportunity to review it. All evaluations are placed in the employee's personnel file. If a teacher does not agree with their evaluation, they can include a rebuttal to the evaluation and attach it to the signed evaluation.

SCHOOL-COMMUNITY FUNCTIONS

Community engagement plays a critical role in the enhancement of student achievement and in the success of school improvement initiatives. Attendance at school community events provides an opportunity for building broad-based community trust and support for public education. With this in mind staff are encouraged to attend, whenever possible, school-community activities.

TUTORING

Staff members may not accept fees for tutoring when such tutoring is conducted during the normal work day. Staff members may not accept fees for tutoring, private lessons, or other activities related to their professional duties for students currently enrolled in (1) or more of their classes or on their caseload. Should exceptions to this policy be necessary in order to provide services to students or clients of the School District, all such exceptions will be made known to the employee's, officer's or agent's supervisor and will be disclosed to the Superintendent before entering into any private relationship. For additional information see [Board Policy 4005 - Other Matters of Employment](#).

TITLE IX

Title IX prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district receives any Federal funds for any purpose, all the operations of the district are covered by Title IX. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on sexual orientation, gender identity, failure to conform to stereotypical notions of masculinity or femininity, sexual harassment, or sex violence. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin- in all aspects of a recipient's educational programs and activities. In order to report any violation of Title IX, contact the District Compliance Officer, and see [Board Policy 8007 - Discrimination and Harassment](#).

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

See [Board Policy 2003 - Education Records](#)

TOBACCO FREE SCHOOLS LAW

To ensure the highest standards of learning as well as the safety, health, and well-being of students and employees, the District enforces Section 473 of the Michigan Penal Code. In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District. For purposes of this policy, “use of tobacco” shall mean all uses of tobacco, including a cigar, pipe, e-cigarette (vaping), chewing tobacco, or any other matter or substance that contains tobacco. The Board prohibits the use of tobacco by staff members in District buildings, on District property, on District buses, and at any District-related event. See [Board Policy 6006 - Tobacco-Free Environment](#).

CHILD ABUSE AND NEGLECT

Mandatory Reporting – Child Abuse and Neglect District Employees are reminded of their obligation, by law and District policy, to report suspected child abuse or neglect to the appropriate authority. Under the Michigan Child Protection Law, [MCL 722.623b](#), a school administrator, counselor, social worker, psychologist, or teacher who has reasonable cause to suspect child abuse or neglect must immediately, by telephone or otherwise, make an oral report of suspected child abuse or neglect to Family Independence Agency. The verbal report can be completed by calling **855-444-3911** or an online report can be submitted by creating an account on MI Bridges MDHHS and logging in to their website [by clicking here](#).. Reporting the suspected allegations of child abuse and/or neglect to the principal or superintendent or any other supervisor does not fulfill the requirement to report directly to DHS.

Within 72 hours after making the oral report, the reporting person shall file a written report with the Family Independence Agency. DHS encourages the use of the [Report of Actual or Suspected Child Abuse or Neglect](#) (DHS-3200) form when filing the written report, which includes all the information required under the law. If more than one mandated reporter suspects child abuse or neglect based upon the same incident, they may submit just one DHS-3200 form. The identity of the reporting person is generally confidential. Any person acting in good faith in making such a report, cooperating in an investigation, or assisting in any other requirements of the act, is immune from civil or criminal liability.

It is the District’s expectation that any employee, regardless of position, who has reasonable cause to suspect child abuse or neglect will immediately report that suspicion to his or her supervisor or other District administrator. This policy is applicable regardless of whether the person suspected of abuse or neglect is another District employee. The District also expects and requires that you will report your suspicion immediately to the Department of Health and Human Services (MDHHS). Once the mandated report is complete, notify your building administrator that you filed a report. Your failure to do so can compromise the subsequent investigation of any incident to the possible detriment of either a student or another employee.

STUDENT SECLUSION AND RESTRAINT

In December 2016, the state of Michigan adopted [Public Act 394 of 2016](#) restricting the use of seclusion and restraint in schools. On March 14, 2017, the State Board of Education (SBE) adopted the [Policy for the Emergency Use of Seclusion and Restraint](#) as required by [MCL 380.1307](#). The statute also required the Michigan Department of Education to develop guidance documents to assist school districts in implementing the new law. Those documents are listed below:

- [Emergency Use of Seclusion and Physical Restraint Frequently Asked Questions](#)
- [Seclusion and Restraint Documentation Form](#)
- [Seclusion and Restraint Debriefing Form](#)
- [Emergency Intervention Plan](#)

For more information, see [Board Policy 2007 - Health and Safety](#)

INCIDENT REPORTING

Any time a student, district employee, or any other non-employee is injured while on school grounds, the staff member who witnessed the incident must complete an Incident Report. These are available in the school office.

RETIREMENT

An employee who has made the decision to retire from the District is requested to submit a letter of resignation to the Superintendent at least 90 calendar days prior to their official retirement date. Application through the ORS will be completed online in [MiAccount](#). For retirement questions, please visit www.michigan.gov/orsschools

All employees over (or upon turning) age 19 are members of the Michigan Public Schools Employee Retirement System (MPERS). If you have worked for a Michigan public school district in previous years you are already enrolled in a pension plan. To determine which plan you are in you may check your first paycheck, or contact the Office of Retirement Services (ORS) at 1-800-381-5111. You may also find information on their website at www.michigan.gov/orsschools. To access your pension information online you will need to log on to your [MiAccount](#) which can be accessed through the ORS website.

TECHNOLOGY

Electronic Information Policy

The District expects the staff and students to conform to ethical and legal standards in the use of technology/email and to demonstrate knowledge and responsibility in the use of resources, processes and systems of technology. All users of the District's technology/email will comply with the terms of the [Board Policy 8001 - Acceptable Use](#).

Technology Policy

Use of the District's email system is a privilege. All employees are required to sign a Technology Acceptable Use form before access is provided. Inappropriate use of these resources may result in disciplinary action, including the possibility of dismissal and/or referral to legal authorities. The District may limit, suspend, or revoke network and/or Internet access for inappropriate use of electronics and social media. Personal use of District technology should be limited to before and after scheduled work hours and during duty-free breaks.

Social Media

Social media is defined as any form of online publication or presence that allows end users to engage in multidirectional conversations in or around the content on the website. A large percentage of Internet traffic is centered around the use of social media. Examples of social media include, but are not limited to: Facebook, Twitter, YouTube, Instagram, SnapChat, TikTok, blogs, social bookmarking, document sharing and email. Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. An employee's use of internet resources must comply with the District's Acceptable Use Policy and any user agreements.

The lines between public and private, personal and professional are blurred in the digital world. Even when you have a disclaimer or use a different user name, you will always be considered to be a Clarenceville School District (CSD) employee. Whether it is clearly communicated or not, you will be identified as an employee of the CSD in what you do or say online. Behavior unbecoming of a CSD employee as determined by administration is subject to disciplinary action and/or termination. Do not post photos or movies of fellow employees without their permission. Do not use photos or movies taken at school without permission. Do not post photos or movies that contain students without parent permission. Please refer to [Board Policies 8009 - Digital Communications](#).

Internet Acceptable Use

It is the responsibility of an employee who is aware of conduct on the part of any Board member or employee that possibly violates Federal or State law, or Board policy, to call this conduct to the attention of his/her immediate supervisor. If the employee's immediate supervisor is not responsive or is the employee whose behavior is in question, the employee may report to the Superintendent. If the reported conduct relates to the Superintendent, the report may be filed directly with the Board President. Employees are subject to disciplinary action, up to and including termination, for knowingly making a false report under this policy.

Employee Email

Employee email addresses may not be used for personal reasons or for solicitation. Large group email should not be sent without permission from building or district administration. Do not use "reply to all" unless the message is directed to all those in the reply. Email is for professional use only and should be treated as such.

The Staff Technology Acceptable Use Agreement is available at [this link](#).

2025-2026 ACKNOWLEDGEMENT OF RECEIVING AND READING

Please [click on the attached Google Form](#) to signify that you have read and agree to the terms, guidelines and expectations laid out in the teacher handbook for the 2025-2026 school year.