

21-22 MERRILL
DISTRICT
HANDBOOK

MERRILL COMMUNITY SCHOOLS

This Staff handbook has been written with the purpose of drawing together the policies, procedures, information, and expectations relative to the operation of Merrill Community Schools. It is a guideline to direct our professional actions, but will not supersede the Merrill Community School Board policies (NEOLA) or negotiated union contracts. In the spirit of shared leadership, these documents are organic and will continue to evolve and shape with our needs.

This school community would not be successful without the commitment and selfless actions of the faculty within. I know I am not alone in expressing my gratitude and appreciation to the Merrill Community School employees for their collaborative efforts to ensure all learners have a premier experience, and leave our building with a vocational certificate and/or a minimum of 15 college credits.

As a member of our school family, please do not hesitate to let me know of any questions or issues of concern that arise. My door is always open to discuss concerns, express positive efforts, or chat about the great things happening at Merrill Community Schools.

I look forward to working together with all stakeholders to ensure a year of academic excellence.

Gwen Glazier
Superintendent

SCHOOL LEADERSHIP

Mrs. Gwen Glazier, Elementary Principal; Superintendent
Mr. Christian Wiley, MS/HS Principal & Facilities Director
Mrs. Allison Jordan, Academic Advisor/Early College Director
Mr. Jason Buckley, Athletic Director/Dean of Students
Mrs. Jenell Barker, MS/HS Counselor
Ms. Kirstin Moore, Elementary Counselor
Mrs. Beth Glazier, Title I/MTTS Coordinator
Mrs. Chris Peacock, Early Literacy Specialist
Bob Paris, Special Education Supervisor

OFFICE STAFF

Mrs. Cheryl Stevens, MS/HS Administrative Assistant
Mrs. Becca Mrozinski, MS/HS Administrative Assistant
Mrs. Jane O'Dell, Elementary Administrative Assistant

CENTRAL OFFICE

Mrs. Kathy Nock, Finance Director
Mrs. Beth Monk, Food Service Director
Mrs. Nan Bodrie, Transportation Director
Mr. Dave DeBeau, Facilities Manager
Ms. Hannah LaPaugh, Executive Assistant



Vandal Fight Song

You ought to see
that Merrill ball
team play,
They're out to win
a game another
day!

They're out to
fight, fight, fight,
with all their
might.

They're out to
fight, fight, fight,
fight,
fight until they're
right!

You ought to see
that Merrill ball
team play,
They are the team
who never, never
yield.

They're out to
fight right on to
victory, victory!

For orange and
black! Hey!

If you are
not willing to learn,
no one can help you.

If you are
determined to learn,
no one can stop
you.
—Anonymous

LEARNING GOALS

Merrill Community Schools Continuous Improvement Plan

Areas of Focus

Literacy

Merrill Community Schools are focused on improving reading and writing skills for all students.

Math

Merrill Community Schools are focused on improving math skills for all students.

Social Emotional Development

Merrill Community schools believe that all students should be safe and supported as they journey through our schools.

STRATEGIC PLAN PRINCIPLES

PRINCIPLE 1:

Create effective systems of support to promote a school culture of purpose, safety, and equity for all MCS students.

PRINCIPLE 2:

Prepare all learners to be college and career ready.

PRINCIPLE 3:

Merrill Community School District will provide facilities, resources, and transportation to meet the needs of our students and community.

PRINCIPLE 4:

Engage parents, students, and community members in collaborative efforts to promote consistent and timely two-way communications.

PRINCIPLE 5:

Every student, every day has excellent educators.

PREPARE. CONNECT. SUPPORT. SUCCEED.

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Student Sign In/Out Form
Syllabus
Pacing Guides and Curriculum Mapping
Academic and Behavioral Support
Academic Advisor
Counselor
Student Activities/Clubs

As a school community, we believe in the importance of cultivating creative compassionate leaders prepared for lifelong success by fostering the intellectual, emotional, and physical well being of each individual.



" Our Education is Homegrown"

This isn't just a tagline. - It speaks to our strong staff - student relationships, which are key to the family atmosphere at Merrill. Learning is personalized to each student's strengths and needs.

SECTION 1: DISTRICT

Purpose and use of the Handbook

This handbook is designed for all Merrill Community School District employees, and is to be used in conjunction with Board Policies, District Administrative Guidelines and union contracts. It covers many areas of employee-related issues. The information in this handbook pertains to all employees unless otherwise noted.

The procedures and practices contained in this handbook are subject to change by the district based on changing conditions experiences and district development and union contracts. Each employee is asked to assist in the ongoing development of this handbook by notifying the appropriate supervisor when problems are encountered or improvement can be made in the overall management of the personnel functions of the district.

The information in this handbook is meant to give a general outline to all employees of the type of conduct that is expected and the type of conduct that will not be tolerated by the district. The Merrill Community School District retains the sole right and discretion to evaluate the employee conduct that would be disruptive to the district.

This handbook is not a contract with the employee and is only issued as a means of providing general information to each employee. As a staff member of Merrill Community School District, it is hoped that you will understand and embrace the mission of the district. As a member of the district, we want you to understand your importance in assisting students in achieving the goals we set for them.

You are asked to review this handbook and that you keep our mission statement and goals clearly in mind when representing Merrill Community School District as an employee.

Merrill Community School District

Board of Education

Theresa DeBeau

Kara Jimenez

Debbie Evans

Peter Theisen

Dave Fenby

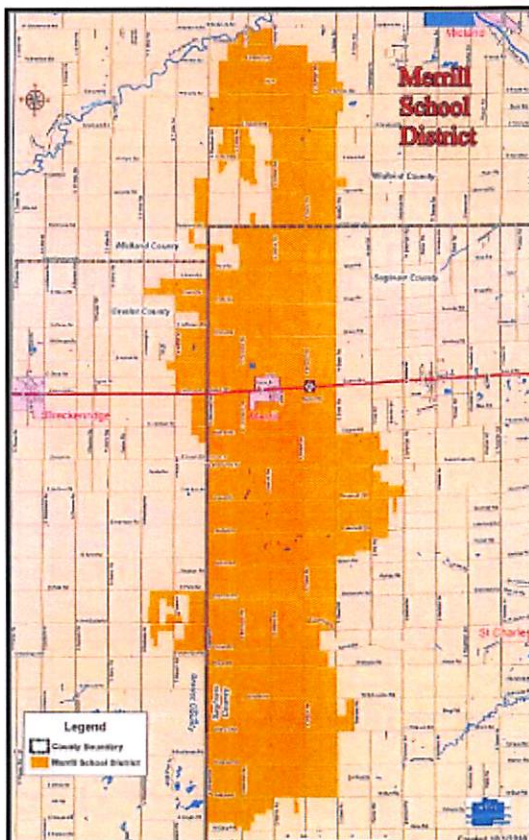
Mark Gath

Beth Ann Miller

SECTION 1: Who We Are

Welcome to Merrill!

Merrill Community Schools is a rural district in Saginaw County. We have a small base of community businesses, but they are very willing to step up and donate/assist whenever there is a request, from donating to fire victims, hosting school team dinners, to Christmas in the Village, and many things in between. It is a pleasure to be part of a small but mighty community of people.



Our
Unique
District!

SECTION 1: DISTRICT

2021-2022

MERRILL COMMUNITY SCHOOL DISTRICT

BOARD OF EDUCATION

MEETING SCHEDULE

** All Board meetings are held on the first Wednesday of the month at 7:00 pm in the MS/HS Media Center unless otherwise posted. If meetings are required to be held electronically notice will be posted to the main page of our website, www.merrillschools.org **

DATE OF BOARD MEETING
Wednesday, June 02, 2021
Wednesday, July 07, 2021
Wednesday, August 04, 2021
Wednesday, September 01, 2021
Wednesday, October 06, 2021
Wednesday, November 03, 2021
Wednesday, December 01, 2021
Wednesday, January 05, 2022 ORGANIZATIONAL MEETING
Wednesday, February 02, 2022
Wednesday, March 02, 2022
Wednesday, April 06, 2022 BUDGET REVIEW
Wednesday, May 04, 2022
Wednesday, June 02, 2022

SECTION 1: DISTRICT (BPIS) SECTION I: PROACTIVE APPROACHES TO DISCIPLINE

Chain of Command

As in any system, it is important that all parts function together to make the system run efficiently. As a school system, we need to be sure that we communicate with all parts of the system and that we are aware of how each of the sub-systems work together to make up the entire system.

1. On Matters Involving Instruction/Curriculum

- a. Classroom Teacher
- b. Academic Dean
- c. Principal
- d. Superintendent
- d. Board of Education

2. On Matters Involving Athletics

- a. Coach
- b. Athletic Director
- c. Superintendent
- d. Board of Education

3. On Matters Involving Student Discipline

- a. Classroom Teacher
- b. Dean of Students (MS/HS)
- c. Principal
- e. Superintendent
- d. Board of Education

4. On Matters Involving Transportation

- a. Bus Driver
- b. Transportation Director
- c. Superintendent
- d. Board of Education

SECTION I: DISTRICT

Statement of Assurance of Compliance with Federal & State Law

The District Board of Education complies with all Federal and State laws and regulations prohibiting discrimination and with all requirements and regulations of the District Board of Education. It is the policy of the District Board of Education that no person on the basis of race, color, religion, national origin, or ancestry, age, sex, marital status, or handicap, shall be discriminated against, excluded from participating in, denied the benefits of or otherwise be subjected to discrimination in any program and/or operation.

****Non-Discrimination**

Inquired related to Title VI of the Civil Rights Act of 194, which prohibits discrimination on the basis of race, color or national origin, should be directed to: Superintendent, Merrill Community School District, 555 West Alice Street, Merrill, Michigan 48637.

****Title IX of the Education Amendments of 1972**

Any questions concerning Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to: Superintendent, Merrill Community School District, 555 West Alice Street, Merrill, Michigan 48637.

****Section 504: Rights of the Disabled**

Inquires related to Section 504 of the Rehabilitation Act of 1973/ADA, which prohibits discrimination on the basis of disability, should be directed to: Superintendent, Merrill Community School District, 555 West Alice Street, Merrill, Michigan 48637.

****Family Educational Rights and Privacy Act**

Parents of students or eligible students who have attained the age of eighteen have rights under the Family Educational Rights and Privacy Act of 1974, (i.e. FERPA). In view of this, and to ensure compliance with FERPA, the following is expected of all employees: NEVER discuss individual students with others outside of the duties of the pertinent job description.

****McKinney-Vento Act: Homeless Students**

School districts must provide homeless students with services comparable to services provided to other students in the school district. Homeless children and youth must have access to any educational services for which they qualify, including special education, advanced and accelerated, free and reduced-price lunch program, before and after-school activities, and Title I services. The students are not to be segregated or stigmatized.

For assistance in determining the requirements and needs of homeless students, please contact the Merrill Community School District local liaison: Jenell Barker, 989-643-7231, ext. 219.

Email: barker@merrillschools.org

SECTION II: STAFF RESPONSIBILITIES

The Merrill Community School District encourages all school employees to comply with their respective professional code of ethics, and expects all employees to follow Board and department policies, supervisory directives, employee work rules, and the provisions of their respective bargaining agreements. In addition, we expect and encourage employee conduct which is business-like and professional in nature that demonstrates that the interest and welfare of students is our highest priority.

All employees need to be aware of the special responsibilities associated with working with the people of our community. Because all district employees serve to model appropriate behavior and conduct for students, each employee is to meet accepted standards of conduct and performance as outlined in this section.

The types of misconduct enumerated in this handbook are meant to give a general outline to our employees of the type of conduct that will not be allowed by the Merrill Community School District. The identified conduct is in no way meant to be an exhaustive list. The Merrill Community School District retains the sole right and discretion to evaluate employee conduct that is disruptive to the district. Engaging in misconduct that is identified in this handbook or engaging in other behavior which the Merrill Community School District, in its sole discretion, determines to be unacceptable will result in disciplinary action up to and including termination.

Allegations of misconduct are serious and have potentially career-threatening consequences. During the course of your employment, you are required to avoid the following actions that are considered to constitute misconduct.

- Revealing confidential information about any Merrill Community School District student or employee to a person who is not an employee or agent of the district entitled to know that information as part of his/her position or to a district employee or agent who does not have a legitimate educational or work-related interest in knowing the information.
- Failing to make an oral report of suspected child abuse immediately to the Department of Human Services (DHS) and/or failure to notify appropriate school official of this report. Saginaw County DHS: 989-758-2200.
- Threatening the use of or using corporal punishment as a penalty or punishment for a student's offense. The exceptions of this are listed in the next section under "Corporal Punishment".
- Falsifying any record related to Merrill Community School District, including all students, financial, business, or personnel records.
- Intentionally or neglectfully damaging, misusing, in any manner, school district equipment or property.
- Participating in or encouraging unsafe acts that endanger students or employees.
- Allowing or participating in the unauthorized use of, or entry into, the district's computer system and/or facilities.
- Transporting students without proper authorization.

SECTION II: STAFF RESPONSIBILITIES

- Failing to make required reports of an on-the-job injury, or making false claims of an injury.
- Misrepresenting or omitting materials and/or fact upon application for employment and/or during any district investigation of any incident or condition relevant to the rendering of educational services.
- Using profane or vulgar language.
- Making defamatory statements to or about students, parents, other school personnel, or any other person connected with the Merrill Community School District.
- Fighting with or threatening other district employees or other persons connected with the district.
- Participating in or instigating harassment or intimidation of any persons connected with the Merrill Community School District because of race, color, religion, sex, national origin, or disabling condition. "Harassment" is defined as including physical contacts, threats, or destruction of property.
- Stealing, misappropriating, or removing any property without authorization.
- Carrying firearms or weapons without the proper license and approval from school authority.
- Possessing, distributing or working under the influence of illicit drugs, alcohol, or improper and unlawful use of prescription drugs.
- Participating in unprofessional, criminal, or immoral conduct on or off the job, which indicates an unfitness to teach or work in a school setting, or poses a danger to students and/or other employees
- Engaging in strike or work stoppage or slow down.

SUPERINTENDENT

The Superintendent is employed by the Board of Education to serve as its chief executive officer and educational leader. The Superintendent is charged with carrying out the policies of the Board of Education and directives of the State Department of Education according to the provisions of the General School Laws of the State of Michigan. The administration of instruction and business affairs is the responsibility of the Superintendent. The responsibility for placement and transfer of personnel is vested in the Superintendent, on behalf of the Board of Education, as well as the establishment and enforcement of such administrative rules and regulations as may be necessary and/or appropriate. Any employee who has concerns regarding the District that has discussed these matters with their immediate supervisor (with no resolution forthcoming) is advised to make an appointment with the Superintendent to ensure that these concerns are heard. Concerns regarding the Superintendent should be addressed with the President of the Merrill Community School District Board of Education.

SECTION II: STAFF RESPONSIBILITIES

PROFESSIONAL DEVELOPMENT CALENDAR

The 2020-2021 Professional Development initiatives are found [HERE](#).

DISTRICT CALENDAR

To stay up to date on district/building events and important dates, please view the "Events" tab at merrillschools.org or view on your school gmail account.

STANDING COMMITTEES

The functioning of our school community is derived by the individuals that exist within this institution willing to devote time, resources, and expertise to ensure systems are in place to support the people we serve.

Committees have been employed to support a structure and isolate the critical needs of MCS.

In the spirit of shared leadership, staff participation is critical to our shared leadership philosophy.

Please consider participating in district and building committees to work together to achieve our mission.

SECTION II: STAFF RESPONSIBILITIES

CONTINUOUS SCHOOL IMPROVEMENT

As a school community, it is critical that ALL members engage in shared ownership of our school improvement process. Please consider participating on the district or building improvement teams. The improvement plans for MCS can be found below:

MERRILL MS SCHOOL IMPROVEMENT PLAN

MERRILL HS SCHOOL IMPROVEMENT PLAN

MERRILL COMMUNITY SCHOOL DISTRICT IMPROVEMENT PLAN



SECTION II: STAFF RESPONSIBILITIES

ABSENCES: UNAVAILABILITY TO WORK

Full time faculty of Merrill Community Schools is expected to be in attendance from 7:50-2:58 daily, regardless of teaching schedule. Other staff schedules are assigned by their immediate supervisor. Members of the recognized bargaining unit should refer to their Master Agreement. Hours may change due to circumstances out of the schools control/

If an absence is required, please observe the following guidelines related to category. Contact your supervisor to ensure information on how to report an absence:

Conferences/in/out of district meetings:

Alert building substitute coordinator (secretary) of absence

Prepare lesson plans and have items arranged in substitute folder. Lesson plans should be aligned with content expectations.

Process for Professional Development: Title Funding Programming

Personal request:

Personal request must be submitted via Skyward within 48 hours of intended absences.

After approval, staff MUST request substitute via coordinator (secretary);

If a substitute teacher is not secured, personal request can not be honored as identified in MEA teacher contract.

Prepare lesson plans and have items arranged in substitute folder. Lesson plans should be aligned with content expectations .

Unintended Illness/Absence

Complete Skyward request

Submit Willsub substitute request

Contact Substitute Coordinator OR Supervisor to alert of absence

Prepare lesson plans and print updated class roster, with related items arranged in the substitute folder.

STAFF ATTIRE:

Faculty and staff members are expected to dress in a professional and appropriate manner. Proper grooming and attire have a positive impact on the teaching and learning environment.

RESPECTFUL TREATMENT

All employees are expected to treat one another with mutual respect and dignity at all times. Respectful treatment is a fundamental characteristic of professionalism, and is an expectation for all Merrill Community School District employees.

SECTION II: STAFF RESPONSIBILITIES

ADMINISTRATIVE ROLES AND RESPONSIBILITIES

FACULTY EXPECTATIONS

As a valued member of our learning community, we commit to using instructional best practices in the classroom: well developed lesson plans, supported with evidence of best practices in place, to ensure purposeful, engaged instruction better. Instruction time is a limited resource and learning occurs from bell to bell.

Professionalism:

Grading reflective of the learning in the classroom

- Purposeful, meaningful feedback to students
- Observe grading time lines outlined

Keep accurate and timely attendance records

Communication:

- Two way student progress updates MUST be reported to parent/guardian at least once every nine weeks.
- Timeliness communication returned within 24 hours, maximum of 48 hours.
- Weekly two way communication with parent/guardian when student's grade is failing or excessive missing assignments are present.
- Communicates frustrations, concerns, and/or needs to Tara for reflection and support

Student handbook policies and expectations are observed

Creating a positive learning environment for all students

Building Relationships with students, families, and stakeholders: Get INVOLVED!

Focus on internal factors of control

Shared Leadership and collaboration to foster a community of learners

Commitment to the vision, core values, and beliefs of our school community

Committee involvement

- Security
- District School Improvement
- Community Partnerships

SECTION II: STAFF RESPONSIBILITIES

STAFF-STUDENT COMMUNICATIONS/RELATIONSHIPS

PROMOTING POSITIVE STUDENT BEHAVIOR

MCS faculty and staff is expected to create an environment that promotes a positive school climate, safety, and civility. Students are encouraged to establish positive relationships and make responsible decisions. Such skills help prevent the disciplinary consequences that often result from challenging situations. Schools provide multiple opportunities for students to participate in pro-social activities, such as school-wide positive behavior programs and periodic recognition of student achievement. Corrective strategies, including positive behavioral interventions and supports, encourage pro-social behavior and help provide the skills necessary for students to thrive.

Best Practice Research articles:

Developing Positive Teacher-Student Relationships

STAKEHOLDER PLAN OF ACTION/COMMUNICATION STRATEGY

A working blueprint for learner success will be a focus of development through the 20-21 school year.

EVALUATION

One of the basic purposes of employee evaluations is to improve the performance of that employee. Employees should realize that meaningful evaluations will always recognize strengths and indicate areas of weakness. A mark of effective or highly effective must truly reflect that quality of performance.

It is expected that all staff members will achieve the following standards of performance:

- Performance of all job duties will be at effective or highly effective.
- Report to work on time.
- Not abuse sick leave that would disrupt the educational environment.
- Refrain from nonproductive a behavior that detract from timely performance of one's duties or interferes with the job performance of others.
- Follow all supervisory instructions, as well as school policies.
- Observe all safety rules and practices related to job performance.
- Maintain all required certifications and/or licenses for the position held.

Members of the bargaining unit should refer to the portion of their master agreement that addresses evaluation matters.

SECTION II: STAFF RESPONSIBILITIES

FACULTY-PARENT COMMUNICATION/RELATIONSHIPS

PARENTS AS PARTNERS

All stakeholders have the responsibility to cooperate with one another to create an environment conducive to learning. Communication between the home and school helps to ensure that students have the support necessary to obtain a successful education. Both parents and school personnel must serve as role models for students. Parents are encouraged to become involved partners by promoting a safe and supportive environment for their child's school. It is important that parents are familiar with the Merrill MS/HS Code of Conduct and contact the school when appropriate to discuss strategies that may positively impact their child's behavior. Educators should maintain communication with parents about their child's behavior and seek help from parents to address behavior concerns. School personnel are responsible for encouraging positive behavior and providing behavioral supports and interventions.

Best Practice Research articles:

Take Action: Involve Parents, Improve Achievement

Establishing Effective Communication With Parents

PREVENTION AND INTERVENTION

Educators in collaboration with parents are responsible for managing behaviors that disrupt the learning environment. School personnel are expected to engage students and develop strategies to encourage positive behavior. Parents should be contacted by school personnel to address behavior concerns and discuss strategies to improve behavior. Intervention and prevention may include support and services that encourage pro-social behavior, such as restorative justice, conflict resolution, anger management, behavior intervention plans, functional behavior assessments, and alternative placement. Students suspected of having disabilities may require additional special education services.

COMMUNICATION

Promoting two way communication with families demands a consistent flow of information. Faculty will report communication plan with families outlined in their course syllabus and communicated to the family within the first week that classes begin. Ideal communication methods include:

1. Electronic method(s): via email or text entity REMIND
2. Phone calls home
3. Electronic classroom
 - **RETURN phone call/email WITHIN 24 hours of receipt, maximum of 48 hours**

SECTION II: STAFF RESPONSIBILITIES

PAYCHECKS

Merrill Community School District pays its employees every two weeks. Employees will receive a Notice of Deposit via their school district e-mail account. Your e-mail notice will arrive 2-3 days prior to the Pay Date, although your funds will NOT be deposited until the actual Date of Pay. Staff can view check deposits and history through Staff Skyward system. Link to Staff Skyward can be viewed at www.merrillschools.org

Employees whose pay is tracked through time sheets are responsible for completing the time sheets and submitting these for supervisor approval through TruTime with strict adherence to the time lines. Failure to meet the time lines will result in a delay until the next pay period. No special checks will be issued outside the established pay periods. Please refer to the payroll chart regarding important dates. Please note any changes you wish to make to your payroll information (Taxes, Annuity, etc.) will be implemented after the SISD has received the information. Check at the Administration office for the steps to follow.

TAX-SHELTERED ANNUITY

Staff member are eligible to participate in tax shelter annuity program. Contact Kathy in the administration building 643-7261, ext. 305 for a list of approved tax-sheltered annuity companies and agents.

SAFE SCHOOLS ONLINE TRAINING

Every employee of Merrill Community School District is required to receive training in Blood borne Pathogens, Hazardous Communications, Sexual Harassment, Child Abuse, and FERPA Confidentiality. Training will be conducted using a system with tutorials that are completed online. Each tutorial may be completed separately, or the entire training at one time.

WORKER'S COMPENSATION

If you are injured on the job, regardless of the severity, you must immediately report this to your supervisor. If you need medical attention, please check with your supervisor on what medical office you should go to. An accident report must be filled out immediately within twenty four hours of the accident.

SECTION II: STAFF RESPONSIBILITIES

CONDITIONS OF A CLASSROOM/WORK SPACE

Rooms should always be kept in excellent condition. At the end of the day make sure your computer is shut down, windows locked and all lights turned off. All classrooms must be locked at all times.

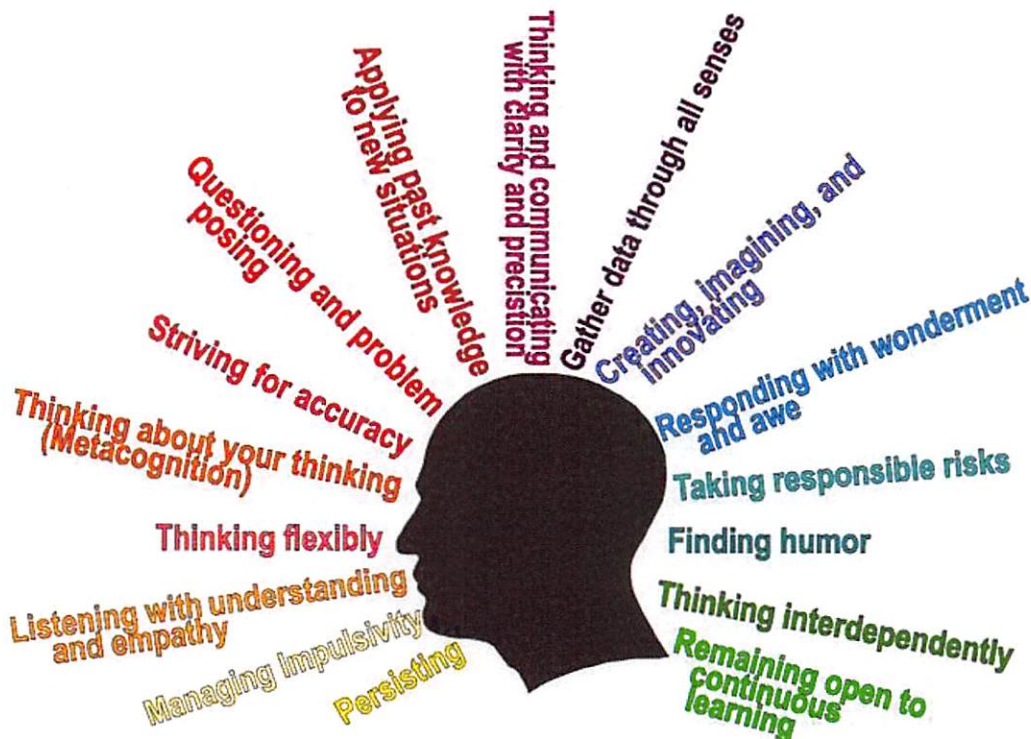
Effective teachers expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner. It seems prudent to pay careful attention to classroom climate, given that it can have as much impact on student learning as student aptitude (Wang, Haertel, & Walberg, 1993). Effective teachers take time in the beginning of the year and especially on the first day of school (Emmer, Evertson, & Anderson, 1980; Emmer, Evertson, & Worsham, 2003) to establish classroom management, classroom organization, and expectations for student behavior.

Best Practice Research articles:

Seven Engagement Factors

Classroom Organization

Prior to final checkout in June, your room will be checked for organization and to be certain that all items are put away.



SECTION II: STAFF RESPONSIBILITIES

HIPAA Compliance

All individuals covered by the Merrill Community School Districts Health Plan should be advised that a copy of the HIPAA Notice of Privacy Practices is available upon request by contacting the Director of Finance in the Superintendent's office.

Medical Conditions

Physical Examinations: An employee may be required to take a physical and/or mental exam. If the school requires these exams they will be at the district's expense.

C.O.B.R.A

The Consolidated Omnibus Budget Reconciliation Act (C.O.B.R.A) is a Federal labor law which entitles certain individuals to the continuation of health coverage upon the occurrence of certain qualifying events. If you are currently receiving group medical, dental, and vision insurance from Merrill Community School District you are subject to C.O.B.R.A. continuation. C.O.B.R.A. does not apply to group life, accidental death and dismemberment, or disability coverage.

Drug-Free Workplace

Federal law and action of the District Board of Education, prohibits the use, possession, concealment, or distribution of drugs by employees on school ground, in school, in school approved vehicles, or at/during any school related events. Drugs include any alcoholic beverages, non-prescribed anabolic steroid, dangerous controlled substance as defined by state statute, or any substance that could be considered a "look-alike" controlled substance. Compliance with this policy is mandatory for all employees. Any employee of Merrill Community School District who violates this policy will be subject to disciplinary action, in accordance with due process, up to and including termination. When appropriate or required by law, the District will also notify law enforcement officials.

Tobacco-Free Schools Act

The Tobacco-Free Schools Act bans the use of tobacco products- AT ALL TIMES IN BUILDINGS OWNED AND OPERATED BY SCHOOL DISTRICTS. As defined by Public Act 140, "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth.

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences, both for the user and the non-user and is, therefore, of concern to the Board. For the purposes of the Board policy, use of tobacco means a cigar, cigarette, or pipe, or any other matter or substance that contains tobacco.

In order to protect students and employees who choose not to use tobacco, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings.

SECTION III:STUDENT

CHILD ABUSE MANDATORY REPORTING

Michigan Child Protection Law requires certain professionals to report their suspicions of child abuse or neglect to Children's Protective Services (CPS) at the Department of Human Services (DHS). These people are mandated reporters and have established relationships with children based on their profession.

Making a Report of Suspected Child Abuse/Neglect

Mandated reporters are required to make an immediate verbal report to CPS and a written report within 72 hours when they suspect child abuse or neglect. Mandated reporters must also notify the head of their organization of the report. Reporting the suspected allegations of child abuse and/or neglect to the head of the organization does not fulfill the requirement to report directly to DHS.

If you suspect child abuse or neglect, complete the following within the school day of concern:

1. Complete the Report of Actual or Suspected Child Abuse or Neglect (3200 form)
2. Complete verbal report by calling **855-444-3911**
3. Submit the completed 3200 form to the MS/HS secretary to fax to DHS and file in student's CA-60.
4. Notify Building Principal of report.

Confidentiality of a Mandated Reporters' Identity

The identity of a reporting person is confidential under the Child Protection Law. The identity of a reporting person is subject to disclosure only with the consent of that person, by judicial process or to those listed under Section 5 of the Child Protection Law (MCL 722.625).

Civil and Criminal Liability

Mandated reporters, who fail to file a report of suspected child abuse or neglect, will be subject to both civil and criminal liability. In a civil action, the mandated reporter may be held liable for all damages that any person suffers due to the mandated reporters' failure to file a report. In a criminal action, the mandated reporter may be found guilty of a misdemeanor punishable by imprisonment for up to 93 days and a fine of \$500.

A person making a good faith report is protected from civil and criminal prosecution and cannot be penalized for making the report or cooperating with a CPS investigation.

Mandated Reporter Hotline

If a mandated reporter is dissatisfied with the response by MDHHS, the mandated reporter may contact the Mandated Reporter Hotline at 877-277-2585. Prior to doing so, the mandated reporter must first attempt to talk with our local MDHHS office director about his or her concerns.

Mandated Reporter's Resource Guide

View the [Mandated Reporters' Resource](#) Guide for more information.

SECTION III: STUDENT

STUDENT PRIVACY:

Any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability

ALL items containing student/staff information and personal information should be kept with strict confidentiality. Student assessments, grades, CA-60, files, accommodations, etc should NOT be kept in open view.

Be aware of engaging in conversation related to ANY student that occurs in a private environment and is directly related to the student's emotional and educational functioning. FERPA guidelines demand critical attention to student privacy.

Electronic email and databases must use student ID number to preserve student privacy.

FERPA Basics



NO ONE
is allowed to sell student
education record data.

EMPLOYERS
can't be given student personally
identifiable information unless
applicants (or their parents) give
consent.

3rd PARTIES
should not use personally
identifiable information from
educational records to market to
kids and families.

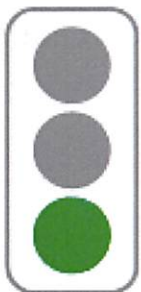


ANOTHER SCHOOL
can receive data if the student
intends to enroll in that school

DATA RECIPIENTS
must safeguard student data, including using
data only for the purpose for which they were
disclosed and destroying data when no longer
needed for that purpose.

**SCHOOL OFFICIALS & AUTHORIZED
3rd PARTIES**
must have a legitimate educational
interest for accessing student data
before they can view them.

AUTHORIZED 3rd PARTIES
can use data only for the purpose for which it
was shared, and only under the direction of
the school district or state education agency.



STUDENT'S PARENTS
can access their child's data if the child is
younger than 18 and not enrolled in
postsecondary education

STUDENT'S TEACHER
can access the student's data to
meet educational needs.

SCHOLARSHIP & FINANCIAL AID PROVIDERS
Can receive data when the student has applied
for or has received financial aid from that entity.

HEALTH & SAFETY
student data can be shared for
reasons of health and safety in
certain emergencies

SECTION III: STUDENT

FERPA:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Merrill MS/HS receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without con-sent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, audi-or, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

SECTION III: STUDENT

ACCIDENT REPORTS

If an employee is aware of any accident in which either student(s) and/or employee(s) are involved, or damage is incurred to District property during the work day, should report this immediately to their immediate supervisor. If that supervisor is not available, the accident should be reported to some other District administrative employee. The accident should be reported within 24 hours.

MEDICATION

Medication of any kind should be administered to a student from the original container only, with written instructions provided by a physician. No medication shall be administered without written approval of the student's parents or guardians by designated office staff.

Employees bringing personal medication to work are directed to take the greatest care to ensure for its security.

IMMUNIZATIONS

Immunization is one of the most cost-effective measures to protect children from vaccine-preventable diseases. Accordingly, it is required that all students be properly immunized at the time of registration, or not later than the first day of school pursuant to the provisions of the State Health Department regulations.

Students who do not meet the immunization requirements on the opening day of school shall be admitted by the Superintendent in accordance with District administrative procedures. Transfer students shall not be admitted without proof of immunization as established by State Administrative Code.

There are three (3) circumstances in which a required vaccine may be waived or delayed:

1. A valid medical contraindication exists to receiving the vaccine. The Child's physician must certify the contraindication on Form 5320 F2.
2. The parents hold religious or philosophical beliefs against receiving a vaccination. The parents must submit Form 5320 F3 before a waiver is granted.
3. The child has received at least one (1) dose each immunizing agent and the next dose(s) are not due yet.

SECTION III: STUDENT

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

Universal Screening & Diagnostic Data



1. Define the Problem (Identifying Areas of Concern)

What do the data show? What are the expected outcomes?

4. Evaluate

(Progress Monitoring)

Did our plan work?

What do the data show?

Is the growth as expected?

Do we need to maintain, adjust
or decrease support?



2. Develop a Plan

(Goal Setting and Planning)

What do we want the
student to do?

Long-term and short-term goals?

What are we going to do?

What is needed to carry out next steps?

What indicators will we use?

3. Implement the Plan (Ensuring Integrity)

How should we carry out the intervention?

Who will do what, where, when, and how often?

How will fidelity of implementation be determined?

How often should we monitor? At what level should we monitor?



SYSTEMS OF SUPPORT:

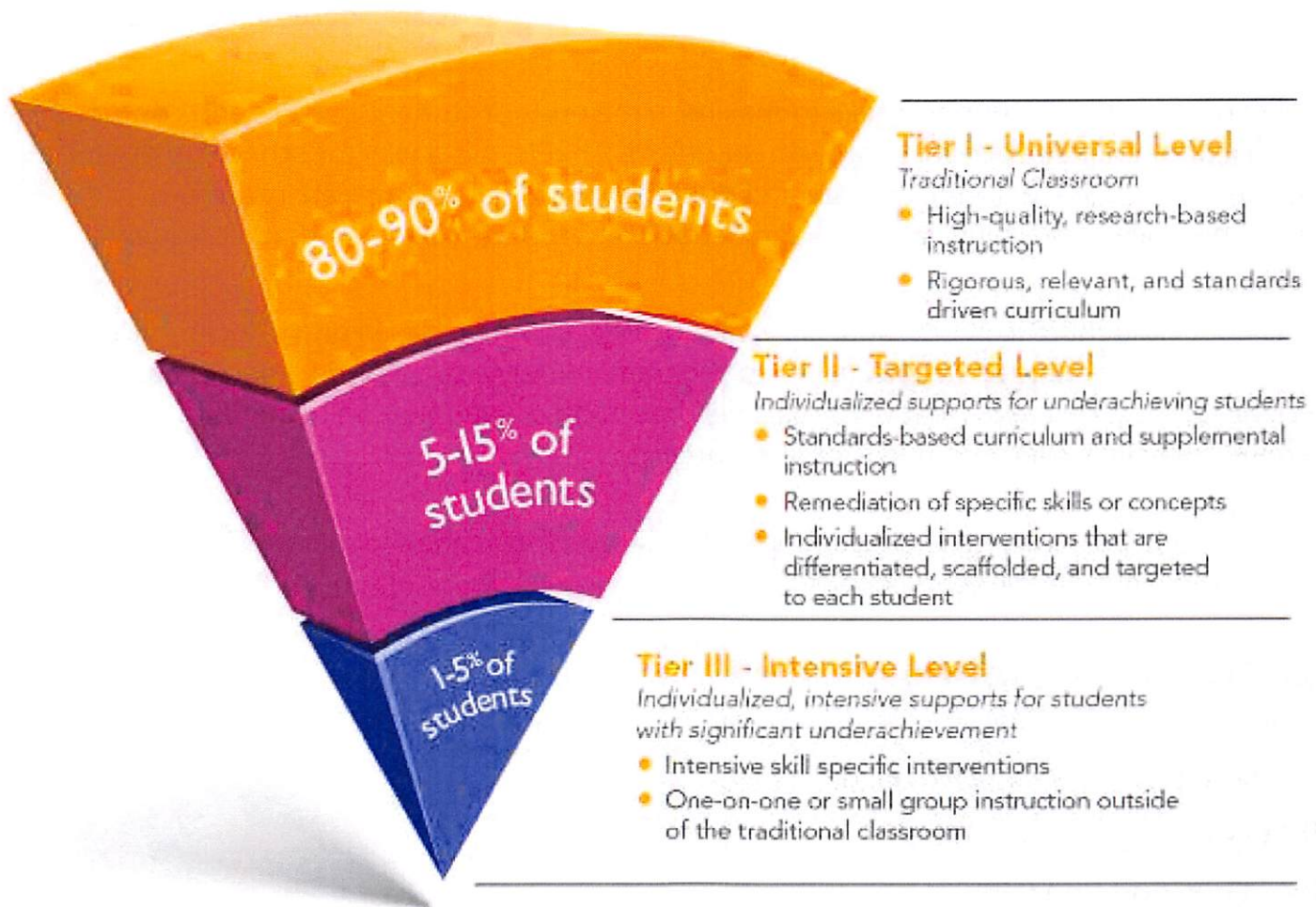
HELPING ALL STUDENTS SUCCEED with CIVILITY AND RESPECT

SAFE AND CIVIL SCHOOL information can be found [HERE](#)

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

MTSS: THE THREE-LAYER DESIGN MODEL for ACADEMIC AND BEHAVIORAL NEEDS

Multi-Tiered System of Supports is grounded in the Response to Intervention (RtI) model, developed by Linda Dorn, which focuses on layers of intervention occurring simultaneously. Simply put, it is a seamless model consisting of well-defined interventions based on student needs to accelerate learning.



SECTION III: PROACTIVE APPROACHES TO DISCIPLINE

MULTI TIERED SYSTEM OF SUPPORT (MTSS) continued

MTSS has three distinct layers of instructional interventions that account for all students within our district. Each layer encompasses a level of intervention or instruction that responds to student academic, behavioral, and/or social-emotional needs.

As a student has more intense learning or behavioral needs, he or she may simultaneously receive more intense interventions and supports in the next layer. Each layer has a different level of instruction, intervention, and/or services that responds to student needs.

Student progress is monitored to ensure that an adequate rate is being achieved. Student needs are met based on data. When a student has more intense learning or behavioral needs, his or her educational program is outlined and addressed by a team in the next higher layer and the student is provided more intensive instruction, intervention, or services.

Conversely, as student performance data shows that the need for a higher level of intervention is reduced because the student's performance could be maintained with less interventions, he or she moves down to a less intensive layer where his or her needs are addressed through the interventions and/or services from that layer.

This plan of school-wide support seeks to maximize the odds of student success and contribute to overall comprehensive school improvement efforts. That is, it is a way for schools to organize and guide instructional delivery; allocate and optimize resources; and use an integrated systems approach to teaching, learning, and behavioral supports to ensure that all students can learn.

MTSS is not a student placement model, a location, a classroom, a class/course, a computer program/software, a teacher, a label, a boxed program, merely a special education initiative, or a quick fix for low achievement. It is a proactive, preventative, intervention continuum developed to meet the varying needs of ALL students.

Academic and behavioral needs are supported for all students using the following described procedures and interventions for success.

Best Practice Resources:

Safe and Civil Schools

TIER I INSTRUCTIONAL STRATEGIES

Visible Learning for Teachers

Visible Thinking in Action

Restorative Practices

SECTION III: STUDENTS

Positive Behavioral Interventions and Supports (PBIS) is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments. PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful.

PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing and monitoring appropriate behaviors and by treating much minor misbehavior as “teaching moments” rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and nondiscriminatory manner.

PBIS can be applied across three dimensions:

1. school-wide; 2. targeted groups of at-risk; and 3. intensive effort for individual students.

Three key tiers of support are highlighted in PBIS:

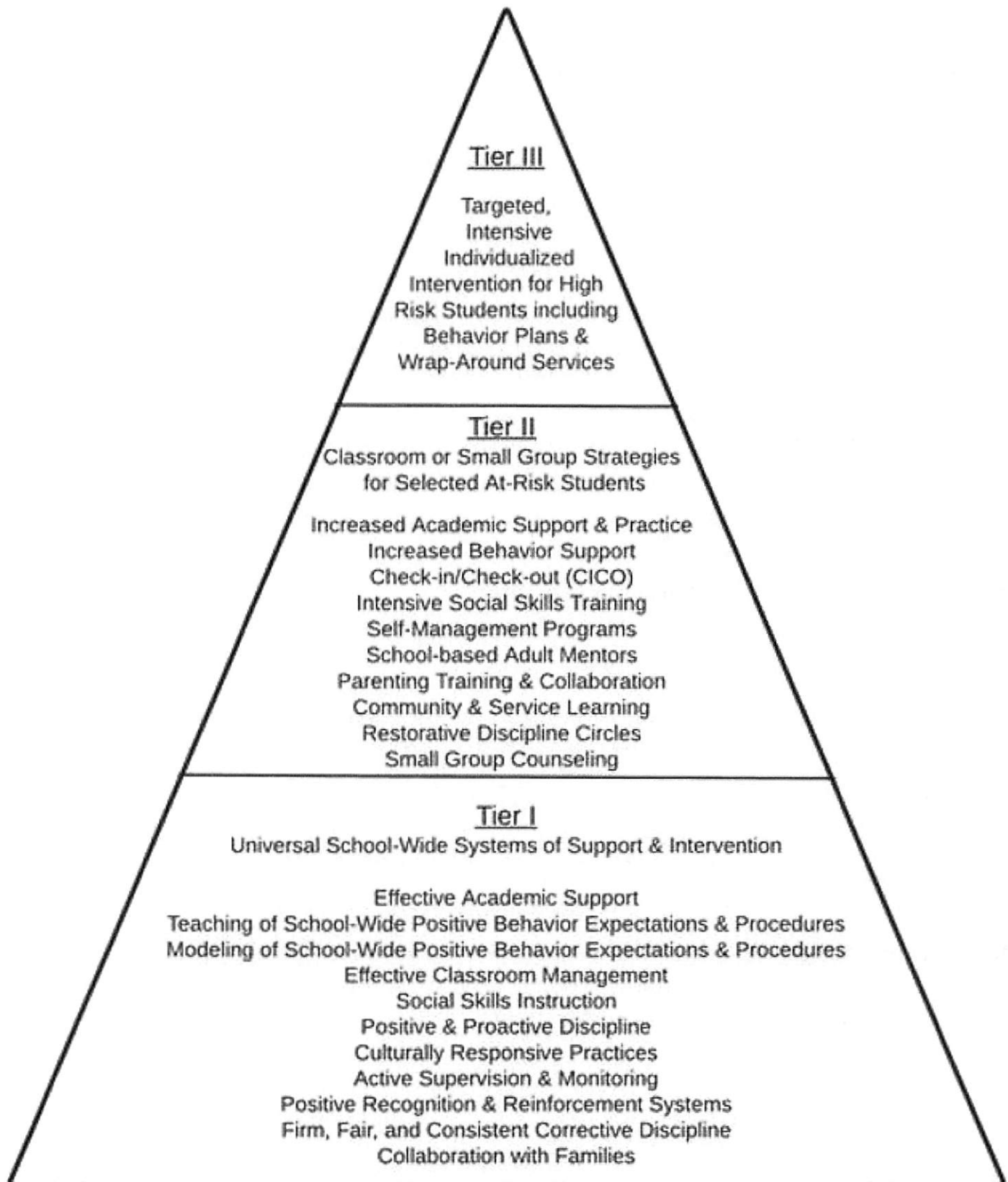
1. Approximately 80% of all students have zero to one office referrals in a school that uses school-wide PBS practices (e.g., school-wide behavior expectations):

2. Approximately 15% of all students exhibit behaviors that benefit from targeted interventions (e.g., anger management group, social skills training, or adult mentor); and

3. approximately 5% of all students have challenges that require specialized and intensive interventions, including an individualized plan of support.

MCS will continue to implement the PBIS program across the entire district. The Code of Student Conduct compliments and supports the district-wide implementation of PBIS to foster student academic and behavioral success.

Multi-Tiered Systems of Support for Behavior



SECTION III: STUDENT

CORPORAL PUNISHMENT

While recognizing that students may require disciplinary action in various forms, the Board of Education cannot condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Professional staff should not find it necessary to resort to physical force or violence to compel obedience. If all other means fail, the District may always resort to the removal of the student from the classroom or school through suspension or expulsion procedures.

Professional staff, as well as support staff, within the scope of their employment, may use and apply reasonable force and restraint to:

- I. Quell a disturbance threatening physical injury to self and others.
- II. Obtain possession of weapons or other dangerous objects upon or within control of the student, in self-defense, or for the protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member, full-time, part-time, or substitute deliberately inflicts, or causes to be inflicted, physical pain by hitting, paddling, spanking, slapping, or makes use of any other kind of physical force as a means of disciplining a student, she/he may be subject to discipline by this Board and possibly criminal assault charges as well. This prohibition applies as well to volunteers and those with whom the District contracts for services.

ACKNOWLEDGMENT

Administrative Guideline 5630A includes a list of alternatives to corporal punishment.

The State of Michigan Seclusion and Restraint requirements, as well as Merrill Community School District Policy 5630.01 This policy is intended to provide the framework for organizational supports that result in effective interventions based on team-based leadership, data-based decision-making, continuous monitoring of student behavior, regular universal screening and effective on-going professional development. The District is committed to investing in prevention efforts and to teach, practice and reinforce behaviors that result in positive academic and social outcomes for students.

SECLUSION AND RESTRAINT

THE ONLY ACCEPTABLE TIME FOR ANY MERRILL COMMUNITY SCHOOL DISTRICT EMPLOYEE TO USE PHYSICAL FORCE IS TO PREVENT INJURY TO STUDENTS OR TO HIM/HERSELF, OR OTHER STAFF MEMBERS.

All instance of the use of physical force upon a student are to be fully documented within 24 hours and reports sent to the appropriate Building Administrator and the Superintendent AND observe the requirements found in policy 5630.01.

SUPPORTING STUDENT BEHAVIOR: STANDARDS FOR THE EMERGENCY USE OF SECLUSION AND RESTRAINT

SECTION III: STUDENT

SEARCH AND SEIZURE

Merrill Community Schools authorizes certain school authorities with the responsibility of safeguarding the safety and well-being of the students in their care per MCS Board Policy, 5771. At no time, should a staff member search school property or a student person or possession. A request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered consent of the student to the inspection; however, provided there is reasonable suspicion, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

STUDENT SIGN IN/OUT FORM

Students MUST sign out of classrooms when exiting during class time. Forms should include time in and out. Records of student release should be monitored by faculty to ensure accuracy. Students exiting a class during the course period are expected to use a hall pass. If faculty becomes concerned with the amount of time lapsed between student departure and return, please notify the building secretary immediately.

SECTION III: STUDENT

SPECIAL EDUCATION

Two-way communication with student, families, and related faculty is critical to success of all students. Faculty members are required document accommodations specified for students with individual education plans and/or 504 Plans.

Staff will be alerted of student accommodations. Selected accommodations will be submitted via google form (or other requested method) as provided. Documentation will include the following:

- Date of accommodation
- Offered accommodations
- Instructional/Therapy Notes
- Student ID Number

SUPERVISION OF STUDENTS

Please be diligent in supervising students in your charge at all times. Avoid cell phone use and personal internet usage while in the direct supervision of students. During passing time, before and after school, teachers are expected to spread out in order to have a visual on all areas of the location. Ask an adult to stand at your door if you must leave the classroom.

Staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the staff member. PER MCS Board Policy 4213 staff is expected to follow these standards:

- I. Each support staff member shall report immediately to the principal any accident or safety hazard s/he detects.
- II. Each support staff member shall immediately report to the principal any knowledge of threats of violence by students.
- III. A support staff member shall not send students on any personal errands.
- IV. A support staff member shall not associate with students, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal prohibited.
- V. A support staff member shall not transport a student in a private vehicle without the approval of the principal and another adult is present.
- VI. A student shall not be required to perform work or services that may be detrimental to his/her health.



"Failure is an
opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"

SECTION IV: WORKING RULES AND PROCEDURES

STAFF NETWORK AND INTERNET ACCEPTABLE USE

MCS Staff members are responsible for good behavior on the Board's computers/network and the Internet. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The use of the internet is a privilege, not a right. Inappropriate use of this may result in disciplinary action, including the possibility of termination and/or referral to legal authorities. The District may limit, suspend, or revoke network and/or Internet access.

SOCIAL MEDIA USE

Merrill Community Schools realize that social media and networking websites have become a regular part of everyday life and that many people enjoy membership of sites such as Facebook, MySpace, Twitter, LinkedIn, personal websites, blogs, online forum, YouTube, etc. The District takes no position of employee's decision to participate in the use of social media networks for personal use on personal time. However these sites can become a negative forum for complaining or gossiping and care must be taken not to breach confidentiality or offend anyone when using these sites. Employees must avoid posting any information or engaging in communications that violate state or federal laws or District policies, including 7540.04:

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy [8330](#). Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

SECTION IV: WORKING RULES AND PROCEDURES

SOCIAL MEDIA USE, continued

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with District students, families or fellow employees in a social media context that exists outside those approved by the District, they are advised to maintain their professionalism as District employees.

If you have your own personal profile on a social media website, you should make sure that others cannot access any content, media information from that profile that (a) you are not happy for them to have access to; and (b) which would undermine your position as a professional, trusted and responsible person. As a basic rule, if you are not for others to see particular comments, media or information simply do not post it in a public forum online. When using social media sites, staff members should consider the following:

- Ensure that personal blogs have clear disclaimers that the views expressed by the author are theirs alone and do not represent the views of Merrill Community Schools. Be clear you are speaking for yourself.
- At all times, in or out of working hours, you are an ambassador for the Merrill Community Schools. Be aware that your actions captured via images, post or comments online can reflect Merrill Community Schools.
- Merrill Community Schools logos and trademarks may not be used without written consent.
- Ensure that you are always respectful to Merrill Community Schools, staff members, parents and families of Merrill Community Schools.
- What you write is ultimately your responsibility. If it seems inappropriate, it probably is, use caution.



SECTION IV: WORKING RULES AND PROCEDURES

FIELD TRIPS:

Field Trips can provide valuable learning opportunities. Faculty are encouraged to secure grant and private funding to enhance student education. On campus activities through virtual or traveling programming are also viable options.

In general, general district funding is not available to pay for field trips. Request for reimbursement must be directed and approved by the building principal.

Staff requesting a field trip must complete the following:

- Receive approval from building administrator
- Complete bus transportation form, if applicable
- Distribute field trip permission slip including cost, meal arrangement, dates/times
- Secure volunteers or supervise students
- Alert cafeteria of number of students attending trip
- Notify Substitute teacher coordinator if substitute is needed.

KEYS

Keys issued to staff are NOT to be shared. Faculty needing additional copies of keys must request with building principal. Faculty is responsible for returning any unneeded keys to the office staff as appropriate. PLEASE DO NOT GIVE KEYS TO OTHER STAFF MEMBERS FOR REPETITIVE USE. Do not loan your keys to students for any reason. Do not leave your keys unattended in your room, etc.

Key Fobs/Cards are issued to each staff to enter the building. Exterior doors open at 7AM during the school week and lock at 8AM on these days. A key fob is necessary to access the building during these secure times.

MAILBOXES

Staff mailboxes are used for incoming and interoffice mail. Confidential items are NOT to be placed in mailboxes without proper measures to insure privacy. Please key staff mailboxes daily and attend to acquired items. Packages and other large items should be removed from the office nightly.

MEDIA CENTER

The Media Center is available for student book checkout. A library assistant is available from 9-11AM every other week in both the elementary and MS/HS.

SECTION IV: WORKING RULES AND PROCEDURES

FUNDRAISING

The following fundraising guidelines are required:

1. The Advisor must collect and deposit all monies collected in the main office immediately. No monies are to be kept overnight or away from school.
2. No fundraising can take place in the classroom.
3. No food sales can be held during the school day without approval from building principal.
4. All reasonable efforts will be made for prompt and accurate delivery of ordered items. The Advisor will be responsible to resolve problems with quality and/or quantity of fund-raiser item that patrons may have purchased.
5. No cash expenditures. All money collected and distributed must go through the school's office.
6. All fundraising deposits must be submitted to the building Secretary for accurate accounting. **DO NOT LEAVE MONEY IN YOUR CLASSROOM.** Deposits must be made the the building Secretary daily.
7. Fundraising goals should be established to meet the financial needs outlined by the club/class. Classes/ Clubs should not raise funds without plans for the expenditure of their funds.
8. Fundraising Request Form **MUST** be completed **PRIOR** to starting the fundraiser for approval. See appendix or building office for this form.

FUNDRAISING REQUEST FORM

PURCHASING/SUPPLIES REQUEST

1. Prior approval is needed for purchases from building Principal. Building Budget request should align with school improvement goals and classroom course content expectations. Budget needs can be identified **HERE** and then emailed to Principal.
2. Receipts **MUST** be submitted to Finance **AND** Principal when purchases are made on school credit card. within 48 hours of purchase.
3. Purchases requiring reimbursement to staff must complete the staff reimbursement form and submitted with original receipt.
4. The district is **NOT** responsible for reimbursing taxes paid. Staff is responsible for any taxes paid.

SECTION IV: WORKING RULES AND PROCEDURES

REIMBURSEMENT

Staff are to use the school van when available. A chafferer license is required to drive this vehicle. Van checkout is coordinated through the Superintendent's office. No reimbursement for travel will occur unless this vehicle is unavailable. Any reimbursement requests must be submitted within two weeks for reimbursement at the current mileage rate allowed by the IRS. Reimbursement for meals will be at the District reimbursement rate.

INJURIES

Staff must notify office immediately if safety of student is of concern. A student incident report must be completed and submitted to building principal. Contact with family must occur when injury occurs. If the injury demands medical attention, the office staff will contact family or emergency contacts. If incident does not require immediate attention, faculty will notify family prior to the end of the school day or before the student exits the building.

ACCIDENT/INCIDENT REPORT FORM

FIRST AID/STUDENT ILLNESS:

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "Student Medical Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. This does not include the emergency administration an epinephrine auto-injector (EpiPen®) by a trained school or district employee as provided under state law.

SELF ADMINISTRATION OF MEDICATION

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

SECTION IV: WORKING RULES AND PROCEDURES

POSTERS/FLYER DISTRIBUTION OF MATERIAL

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations determined by the building principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - b. Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright;
 - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board Policy and Student Handbook,
 - d. Is reasonably viewed as promoting illegal drug use; or
 - e. Is primarily prepared by non-students and distributed in elementary and/or middle schools.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7. The distribution of non-school-sponsored materials must comply with the above guidelines and must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

SECTION IV: WORKING RULES AND PROCEDURES

USE OF FACILITIES

Faculty, staff, students, and stakeholders are encouraged to use the school facilities.

ACTIVITY/EVENT PROCEDURES:

All activities must be approved through the building principal.

1. If you will be needing space in the building you will need to complete a Building usage form. Building usage forms can be obtained in the MS/HS Office or HERE. A copy can also be found in the appendix.
2. Return Building Usage form to the building Secretary so it will be scheduled on the district calendar. Carbon copy will be given to principal. (See building usage form)
 - a. Note there is a \$30.00 usage fee if maintenance and/or clean up is needed.
3. If the activity is a fundraising event, a Fundraising Event form must be submitted to the building administrator for approval. Fundraising Event forms can also be obtained in the MS/HS Office or HERE.
 - a. Return Fundraising Event form to the building Secretary.
 - b. Review Cash Handling Procedures.
 - c. Student Treasurers are encouraged to maintain accounting records, including deposits.
 - d. Complete Bank deposit slip for submission following event to building Secretary. These slips can be found in the MS/HS office.

BUILDING USAGE SNOW DAY GUIDELINES

If School is released early due to inclement weather:

Building is closed.

No practices, open gyms, club meetings, no outside activities, etc

If School is canceled the entire day:

Varsity games only if scheduled where weather, road conditions allow for all involved to make it into school safely.

All sub varsity sport games canceled. JV games allowed if at same facility/or is part of the varsity activity.

Varsity Practices only with Athletic Director and Superintendent approval. Practice cannot be mandatory and cannot be held against player if they do not attend.

No sub varsity practices.

Clubs, extra curricular activities, youth activities, travel teams, and ALL other outside group activities are canceled.

SECTION IV: WORKING RULES AND PROCEDURES

SNOW DAYS/UNINTENDED DAYS OFF

Staff will be notified by instant alert automated system on unintended days off. Closures will be posted on local news channels as well. Staff is not expected to report on closure days unless otherwise noted. Reduced day schedule can be located [HERE](#).

MEDIA COVERAGE

The official spokesperson for the District is the Superintendent.

Yet, employees are encouraged to work with their supervisor to secure any positive media coverage believed to be appropriate. Employees should not provide any news release or information without prior approval.

MERRILL COMMUNITY SCHOOL DISTRICT BYLAWS & POLICES

MCS District holds all staff and employed personnel understand and employ the policies and bylaws established in the district NEOLA guidelines. These guidelines can be found on the district website merrillschools.org, under Board of Education.

VOLUNTEERS

SCHOOL VOLUNTEERS

Volunteers are welcomed in our school community! All school volunteers must be approved by the school principal before assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination. Volunteers that will be left alone at any point with a student(s) MUST complete an ICHAT PRIOR to volunteer placement. To obtain an ICHAT the volunteers NAME and DOB should be submitted to Kathy Nock at nock@merrillschools.org.

SECTION V: SAFETY

SAFETY

Merrill Community Schools District uses a Critical Incident Response folder to outline safety procedures. This black folder can be found in the classroom smart carts under the keyboard.

The Bomb Threat Response Report must be located underneath the classroom telephone.

IDENTIFICATION BADGE

All staff must wear school issued photo ID pages at all times. Faculty pictures are updated yearly during the Fall student picture event.

SAFETY DRILLS

Safety Drills are identified yearly on the District Calendar. Changes in drills may occur and staff will be notified via email of these changes. Staff must be aware of the safety procedures noted in the Critical Incident Response folder. Class list must be available in advance for faculty or substitute teacher to take to response locations.

ACKNOWLEDGMENT

ACKNOWLEDGMENT

We are excited to have you as a member of the Merrill Community School District and a part of our school family. The handbook is provided to give you an orientation to the District. It supersedes any and all past handbooks. Please read the following and sign below to indicate receipt of this Handbook and acknowledgment of the following.

I have received my copy of the Merrill Community School District Employee Handbook. I understand that this Handbook is simply intended as an informational guide describing personnel policies and general information, and that these guidelines are not to be construed as either a contract or guarantee of continued employment.

Name (Please print)

Signature

Date

Please return this signed form to Hannah in the Administration Office no later than Thursday, September 2, 2021.

