

**FACULTY GUIDE**  
**NORTH HURON SCHOOLS**  
**KINDE, MICHIGAN**

**The mission of the North Huron School District is to help all students become responsible learners in a safe and caring environment.**

**The mission of North Huron Secondary School is to provide opportunities for growth with appropriate assessment and to prepare each student for post high school education/training/work in a caring, safe environment.**

**In the North Huron Elementary School, we all work together to assure that every child feels important and successful and that every child learns and is encouraged to achieve his/her highest potential.**

**Board of Education Policies  
and Administrative Guidelines**

Faculty members should familiarize themselves with the provisions of the District's Board Policies and Administrative Guidelines, which have been thoroughly reviewed and extensively revised for the 2022-2023 school year. Both the Policies and AGs are available on the District's website.

**Drug, alcohol and tobacco free work place**

State and Federal law prohibits the use, distribution, dispensation or manufacture of controlled substances on district grounds. Board Policies 7.04 and 7.05 provide that all District property is to be tobacco-free and free of alcohol, illegal drugs and the abuse of prescription drugs. Any district employee who violates the above law is subject to disciplinary action up to and including termination of employment.

**Discrimination and Harassment**

Under Board Policy 5.02, the District does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or sexual identity), age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes.

Administrative Guideline 5.02 provides the procedure to be followed in the case of allegations of discrimination or harassment by or against members of the school community.

## **General Administrative Practices & Policies**

There are no departmental heads at North Huron. All teachers are directly responsible to their principal. Teachers who are new to the system will be assigned a mentor. They may find it helpful to take problems of the subject matter or techniques to other teachers. Principals are glad to aid with any problems. The superintendent may be consulted.

Changes in current programs, policies or procedures are to be approved by the building principal or superintendent in advance of implementation.

In the absence of the superintendent, the elementary principal and secondary principal will have joint responsibility for the operation of the school system.

## **General Responsibilities, and Procedures**

Teachers shall report to their rooms at 7:55 a.m. Departure time is 3:15 p.m. Times may be adjusted with agreement of the superintendent and building principal.

Teachers who come into the building at night, Saturday, or Sunday should lock the doors behind them when they come in and when they leave.

If leaving the building during the work day, staff will notify the principal.

When teachers become aware that they cannot be in school because of illness they should report it to Red Rover. It is the teacher's responsibility to keep records for requests for substitutes in Red Rover up-to date.

Students are not to be given building keys or use the building unless the teacher in charge is present.

Teachers will be notified of school closing by Skylert School Messenger; please make sure to keep your phone number up-to-date. Closings may also be posted on WLEW radio, WNEM TV channel 5, WJRT TV channel 12, WHNN TV and channel 25.

## **Classroom Procedure**

All teachers should be in the halls when classes are passing, at dismissal time, and lunch time, to help maintain order.

**A TEACHER SHOULD NOT LEAVE HIS/HER CLASSROOM UNLESS AN**

**EMERGENCY OCCURS.** In this event, another teacher should be asked to cover the classroom. Teachers should not report late to their classrooms for their classes. Teachers are responsible for everyone and everything in their rooms.

Classroom doors should be locked when not in use.

It is the duty of each teacher to see that his/her class proceeds to lunch in an orderly fashion.

Near the end of a class period students should remain in their seats and not be in hallways or doorways.

Strive to develop pride and respect on the part of the students towards the building and equipment. Help develop habits of good housekeeping on the part of the students.

Adjust the window shades evenly and close the windows at night.

Turn out the lights at noon and at night or whenever a classroom will be vacant for even a short time.

Report broken or defective equipment by filling out a maintenance ticket through the school ticketing system.

If a teacher feels he/she is receiving substandard custodial services, consult with your principal and/or maintenance supervisor.

Be alert for markings on furniture or walls. Report students who damage school property to the principal immediately.

If more than one teacher uses a room the boards should be cleaned for the following teacher.

Staff members are to attend all assemblies.

Teachers are responsible to keep rooms neat and orderly at all times. Students should be encouraged to help to do this.

### **Public Relations – Professionalism**

It is not good professional ethics to criticize students or fellow staff members. If there are concerns, they should be discussed with the building principal.

Teachers should treat parents and/or community members with courtesy. Most parents are sincere in their desire to cooperate with us. We must do everything we can to retain their willingness to cooperate. For those few who do come in very angry, it is usually best to let them talk. After they get things “off their chest”, one can usually talk sensibly with them. “The consumer is always right” is a good rule to follow.

Remember, when teachers are negative in thought and action about the school and its employees, other people may become negative in their attitude toward the school. If teachers have concerns, talk with your building principal or superintendent.

### **Accidents and Illness**

Students who become ill in school are to be sent to the principal's office. The office will have the student taken home or provide care in the office.

If you notice student health problems that you think should be referred to a doctor, please discuss these with the principal.

For any type of accident that occurs in your classroom or an activity under your supervision, fill out and return to the principal's office a student accident report. This is needed for insurance and for supplying information to parents.

Medications are governed by the State of Michigan Model Policy for Administering Medications to Pupils at Schools, as adopted by the Board of Education, with minor local revisions, in Board Policy 4.20, and as further discussed in Administrative Guideline 4.20.

### **Announcements**

Daily announcements, depending on the building, will be made over the PA system or TV or distributed via e-mail/web page. PA announcements will be kept at a standard time and to a minimum so as not to disrupt classes. To place an announcement, please turn it in to the office on a form by 2:00 p.m. the day before it is to be announced.

### **Appearance and Dress**

It is assumed that teachers will dress in such a way so as to promote their professional image and be an example to the students. When students are allowed to "dress" a certain way on special days, teachers are encouraged to participate.

### **Attendance**

The Michigan compulsory attendance law recognizes an educational value in regular attendance at school. Regular attendance contributes to the school's instructional goal of developing traits of punctuality, self-discipline and responsibility in students. The District's attendance policies and procedures are set forth in Board Policy 4.22 and Administrative Guideline 4.22.

State law requires that each teacher keep an accurate record of attendance and tardiness. Attendance should be taken during the first 10 minutes of each period. Students who miss class because of field trips or other school business and are on a list provided by the advisor are not considered absent. The symbols used are:

A – Absent; Web\*

E – Excused

I – In School Suspension

L – Tardy; Web\*

O – Out of School Suspension

S – School Related

T – Tardy

U – Unexcused

\*Web refers to the fact that it was input by teachers. It is confirmed in the office later.\*

All teachers are to maintain attendance records. Secondary teachers record attendance each class period. Elementary teachers record attendance once in the AM and once in the PM. Attendance is recorded on the computer provided in their rooms and maintained through the student data program.

### **Cafeteria**

North Huron offers a breakfast and lunch program. Students deposit money in their mealtime accounts at the building office. Money is to be deposited by 9:30 a.m. North Huron is a closed campus. ALL lunch balances MUST be paid by the last day of school each year. No carryover of a negative balance is permitted.

### **Class Record Books**

- I. The class record book is a public and permanent record.
- II. All grades, tests, quizzes, homework, card marking, final exams, and semester averages must be clearly recorded.
- III. The grade book provided by the computerized data system will be utilized for all record keeping.
- IV. A printed copy of the electronic gradebook must be provided to the building principal at year-end checkout.

### **Conference Request Procedure**

The Board of Education of North Huron Schools encourages the staff to attend approved conferences in an effort to keep up to date in their areas of responsibility. The following guidelines will help you receive approval to attend a conference.

- I. The superintendent must approve all conferences. This requires that the completed application be sent to the superintendent a minimum of ten (10) business days prior to the conference.
- II. Application forms must include the following items:
  - a. A complete description of the conference.
  - b. Dates of conference.
  - c. Official agenda of conference.
  - d. Official registration forms completely filled out.
- III. Housing arrangements will be made by the individual or individuals attending the conference in consultation with the building principal. If possible a letter will be sent requesting direct billing for the room and room tax.
  - a. Individuals will share rooms when possible with others attending from our

district.

- b. The district will pay for room cost and tax only. Other costs incurred such as movies and room service will not be covered.

IV. Meals -- Each individual will be required to turn in receipts for his/her meals.

- a. Meals are not reimbursable unless it is an overnight stay.
- b. Alcohol is not reimbursable.
- c. If meals are included in the registration, substitution is not allowed.

### **Copying**

All classroom copying is to be done by the classroom teacher. Large quantities of copies should be made in the media center copy room.

### **Depositing Money**

Money turned in to offices for deposit in internal accounts must have a completed deposit ticket. A receipt should be given for all deposits. ***Do not*** leave money in classrooms.

### **Discipline**

The Student Code of Conduct is Appendix A to the District's Administrative Guidelines, and also appears in the Student Handbook.

Teachers should do all in their power as professionals to handle their own discipline problems. This includes parent telephone calls at the time that referrals are entered into Skyward and sending discipline reports home. However, if a teacher feels that he/she has not succeeded, he/she should send the student to the principal's office; if possible accompany the student. Teachers are to enter their discipline referral in Skyward. The principal will confer with the teacher concerning the report.

### **Corporal punishment may not be used.**

Running or playing in the halls by the students should be discouraged by **all** teachers noticing such conduct. Continuous violation requires that disciplinary measures be taken.

Young people need and expect discipline. They are happier and more efficient learners if they know and understand the limits within which they are to work. These limits obviously **must be as consistent** as humanly possible. The development of a positive, constructive, pleasant relationship with students in which there is understanding and respect for each other is absolutely essential to good teaching.

Recommended procedures:

- Recognition by a teacher of unacceptable behavior and reminder to a student to behave in an acceptable manner.
- Private conference with student. Confer with principal or counselor for input.
- Parent contact required; recommend phone call or personal visit with follow up

referral/discipline report.

- Conference with parent, student, administrator, counselor, referral to counselor.
- Referral to principal.

See student handbook for specific procedures.

Suggestions for classroom discipline:

- See the positive things in students.
- Expect students to carry out assignments to the best of their ability. Set standards early in the year that are constructive and consistent with the school program.
- Use a seating chart.
- Be fair. Students expect and respect fairness at all times.
- Have a sense of humor; but do not use sarcasm. It is a poor technique.
- Have well-planned lessons. Students need structure and meaningful lessons.
- Be a good housekeeper.
- Change the bulletin boards to keep them up to date.
- Be tactful and use good judgment. Never make threats or statements on which you can't follow through. It is wise never to let yourself get into a predicament in which you can't back out gracefully. Ultimatums usually "backfire". Be objective, not personal, when it is necessary to correct, criticize, or discipline.
- Insist on punctuality.
- Be on time – start class promptly. Dismiss promptly, so students will not be late for other classes.
- At all times keep your relationship with your students in a high moral plane. It is not permissible to indulge in profanity or questionable stories in the presence of students or to approve the use of the same among students.
- Give students responsibilities. Help to develop student leadership in your classes.
- Keep a record of incidents that occur in your classroom.
- The bell is a signal for you, not the students. They should stay until you dismiss them.
- Set high reasonable goals. Students will try and live up to your expectations and opinions of them.

### **Eligibility - Secondary Students**

It is the responsibility of every secondary teacher to post their Academic Eligibility every Monday morning by 9 o'clock a.m. Recent missing assignments from student absences should be excluded from the student's grade until sufficient time has been given for assignments to be made up. At any time the high school principal has the right to override a teacher's decision of student eligibility. This is especially true when a teacher has been delinquent in meeting their responsibility to post grades.

### Teacher Responsibility:

- Teachers should be on-time in grading of homework
- Assessment's should be returned in a timely manner
- Teachers should form good educational practices – minimum # of formative assessments
- Eligibility should be posted by 9 a.m. Monday morning

### E-Mail

It is expected that staff will check their North Huron School email on a daily basis (Monday – Friday) as all communication is done this way from the office and Central Office. Failure to access an email that includes directives does not excuse you from following that directive.

### Emergency Procedures

All staff are required to bring their class list with them on all drills. Attendance must be taken during each drill. Students should be taught what to do if a drill is held while they are away from their classroom, at the rest room, out of class, computer lab, attending an assembly, in another class or the lunchroom.

### End of Year Checkout

All staff are required to “check out” with their building principal at the end of the school year. A packet of required materials will be provided to staff one week before the last day of school. ALL documents requested must be presented during checkout. Staff may check out NO LATER than three school days after the last student day.

### Ethics

Board Policy 5.18 requires all individuals working with District students to comply with the Michigan Code of Educational Ethics, as issued by the Michigan Department of Education in 2019. The Code is Attachment A to this handbook.

### Examinations

Teachers may give as many tests or examinations during the **semester** as they wish.

All tests should be based upon the objectives of the class. One copy of each examination is to be filed in the principal's office, prior to the administration of that test. An answer key is also to be provided (list items for subjective evaluation).

### Excusing Students from Class or School

1. Students are not to be excused during the class period to go to lockers or lavatories unless it is an emergency. They **must** have a pass in their possession when they do leave.
2. Students should not be excused from class to work on co-curricular activities. Teachers should not request other teachers to excuse pupils for such activities. If it becomes necessary to have a pupil excused from class, the consent of the principal

should be obtained first, so that orderly arrangements may be made. Every effort should be made to keep students in their classes.

3. Students are not to be excused from classes to do make-up work or study work for other classes.
4. Students are never to be sent on errands taking them off school property.
5. Teachers must have the consent of the principal and the parent before they ask for an excuse for a student to leave the school grounds during the school day. Students may expect to receive passes only in an emergency or to execute school business that cannot be done at any other time.
6. Release of students legally can only be to parents or guardians during school hours, unless written authorization is received from parent/guardian.

### **Field Trips, Programs, Assemblies**

All school activities, parties, plays, contests, etc. must have an Activity Request filled out and approved by the principal prior to the field trip taking place. The activity must be approved even if it is not to be held at school.

If facilities are to be used for activities a Building Use Request form must be completed and approval needs to be obtained from the principal prior to the event. The facilities are to be restored to their original state after the activity is over.

If students must be excused from class for an activity, a list of those students must be provided and circulated to the staff and office. This list should be provided to the staff and office no less than 24 hours before the event. This is the responsibility of the advisor/sponsor.

For field trips or activities requiring students to leave school property, parent/guardian permission slips must be turned into the teacher/advisor for each participant prior to departure.

Each building schedules assemblies throughout the year. Staff will be made aware of assemblies as they are scheduled.

Transportation Requests: If a bus or school van is needed for a trip or activity, a Request for Vehicle must be filed with the transportation director by using the Google Calendar for Transportation.

Field trip Guidelines for Teachers, Chaperones and Students:

- Students are to proceed from activity to activity in an orderly matter. (School to bus, bus to activity, activity to bus, etc.)
- Adults should remain near to their assigned group of students.
- Whenever students move from one activity to another a head count should be made to account for all students.
- Whenever the activity tends to spread students over a large area or tends to mix students with large numbers of people, each adult should be assigned a specific number of students, not to exceed twelve.
- For overnight trips chaperones of the same gender as the students MUST attend the

overnight trip.

- Each adult should have a list of names of students in his/her group.
- Group bathroom breaks should be planned during the activity. Under no circumstances should an individual student be allowed to go to the bathroom alone. If a bathroom visit is necessary, an adult should accompany the student.
- Students are never allowed to leave the main group, on their own, for any reason.
- Fighting, pushing, shouting, swearing, etc., are not acceptable behaviors and need to be corrected.

#### Bus Conduct Activities/Trip:

- Students are to keep hands and head inside the bus at all times.
- Students are to remain seated while the bus is in motion.
- Students are to help keep the bus clean by putting all papers and debris in the proper place. (If necessary, the teacher/chaperone should take along a plastic garbage bag for this purpose.)
- Teachers/chaperones are responsible for discipline. All incidents should be reported to the building principal upon returning from the trip.

#### Ways to reduce bus problems on trips:

- Put noisy students in the front of the bus under close supervision.
- Spread adults out among the students.
- Have a pre-planned seating chart for the students if it becomes necessary.
- On long trips take frequent breaks.

The ultimate liability and responsibility for all phases of the field trip rests with the teacher(s). Adult chaperones should consult the teachers whenever they have a question on matters of procedures.

### **Overnight Field Trip Procedures**

The total number of school days missed must be included in the written proposal. Schoolwork will be required when the trip exceeds one (1) school day.

Following an extended out of state or overnight trip the instructor and students may be requested to make a presentation at a School Board meeting upon their return from the field trip.

#### **Student Responsibilities:**

Students are expected to be knowledgeable about the rules governing student conduct. Out of state or overnight trips are considered an extension of the classroom and all rules pertaining to a school sponsored activity must be followed.

Proposals will include support of all District policy and rules contained in the respective school handbook.

Students and their parent/guardian will read and sign the standard code of conduct to be reviewed during the pre-trip meetings.

At the discretion of the Advisor/Teacher the student's parent/guardian may be required complete and return to the staff member overseeing the trip, a Medical Consent Form.

Students who violate any school policy during an extended trip may be disciplined, including, but not limited to, being sent home at the parent/guardian's expense.

### **Chaperones:**

The proposal/request must include the names and numbers of chaperones, including both male and female chaperone, if the proposal is for a mixed group of students staying overnight. If the chaperones are of the same gender, then the proposal/request must include in the plan the method for supervising students of the opposite gender (I.E. utilizing chaperones from other School Districts that are attending the event).

### **District employees and volunteers serving as chaperones and developing the proposal for the overnight trips will perform the following duties:**

- Hold a pre-trip meeting with students.
- Provide detailed written information about the activities of the trip.
- Provide information on the responsibility and rules to the students.
- Discuss District policy regarding student conduct while on a school-sponsored activity.
- Establish a reasonable curfew and enforce strict compliance to this curfew.

### **Grading**

The student will receive a letter grade for each subject. The letter grade will indicate how well the student is doing in comparison with other students.

Electronic gradebooks must be up-to-date each Monday morning. Grading and returning assignments in a timely manner is an expectation for all teachers. Teachers should follow good educational practices and give an appropriate number of formative assessments per marking period. Ample opportunities must be given for a student to continue to earn course points.

### **Report Cards:**

Report cards will be available through our family access data system. Due dates of reports are included with teacher packets at the beginning of the school year. Each principal will share with staff the due dates of grades which are normally due the Tuesday following the end of the semester.

**Letter Grades:**

- A Exceptional work and progress
- B Above average
- C Average work and progress
- D Below average, but passing
- E Failure, no credit
- I Incomplete
- CR Credit
- NCR No credit

There is no single system which fits each /or all classes. Teachers are required to use their own judgment in compiling grades. However, a substantial number of objective grades should be compiled to reflect the student work in class; these would include papers, quizzes, tests, homework, speeches, oral reports, etc.

**Classwork**

Classwork is an extension of the classroom and can be an integral part of a student's intellectual development. Classwork is schoolwork assigned by the teacher to be accomplished independently by the student. Classwork guides and promotes independent learning and reinforces classroom instruction. Classwork affords parents/guardians the opportunity to support the educational experience of their children.

Classwork can vary according to the type of class and the speed at which a student works and learns.

- On average it is expected a teacher would assign no more than 2½ hours of work per week per academic subject at the secondary level. This recommended time decreases for younger students.
- Studying for tests and quizzes and copying notes are considered classwork.
- Students are held accountable for their classwork and completing it on time. Classwork will be returned fully corrected in a timely manner.
- Multiple classwork or multiple tests will require time management on the part of students.

**Internet**

North Huron policy requires all students using the Internet to sign an Internet Use Agreement. Terms and condition of Internet use and the Use Agreement are available at the principal's office. Teachers are required to have appropriate signatures before allowing student use.

### **Lesson Plans**

A substitute folder will be provided to each teacher or paraprofessional at the opening of the school year. This should be completed and returned to the office by the end of the second week of school or Semester at the Secondary School. This folder will contain emergency sub plans and be provided to the substitute when no other plans are available. In addition, daily lesson plans should be available upon request.

### **Library Time**

The teacher will consult the “sign-up” sheet in the media center to schedule times for either the media center or the computer lab. The teacher will accompany the class, take attendance, and supervise their work in the library for the time they are in the library.

### **Lost Articles**

All lost articles should be turned in to the principal’s office. Have students report stolen articles to the principal immediately.

### **Mailboxes**

Mailboxes are used for messages as well as for mail distribution and memos. They should be checked regularly each day in the morning and toward the end of the day. Please clear mailbox daily. In addition, you are asked to check your phone voice messages daily and then clear the mailbox by deleting the messages.

### **Media Releases**

Press and radio releases must be cleared through the principal’s office or superintendent’s office.

### **Movies**

Any movie shown in the classroom must have a clear tie to curricular objectives.

PG-13 and R-rated movies must be approved by the building principal. Request must be submitted in a timely manner to give administration time to preview the movie.

Prior to showing a movie, teachers must send home a notice to parents informing the parents of the following:

- Specifics on how the movie ties in with the learning objectives
- They have the option of having their student opt out of the movie

### **Parent Conference**

One essential requirement for an effective parent-teacher conference is a positive attitude on the part of the teacher. Some tips for conducting an effective conference are listed below.

### **Beginning the conference**

- Introduce yourself and try to make the parent feel at ease.
- Begin (and end) the conference with some positive comments.
- Remind the parent how much you need his/her help.

### **During the conference**

- Try to put yourself in the parent's position and imagine the affects your remarks may have.
- Be honest but tactful.
- Be a good listener. Try to learn how the parent feels about his/her child.
- Avoid arguments.
- Watch closely for signs of emotional changes in the parent – expressions, gestures, voice, etc.
- Do not permit comments about another student or parent or school employee to enter the conference.

### **Ending the conference**

- Limit the number of suggestions offered by the parent.
- Summarize the major areas discussed.
- Invite the parent to visit the school at any time.
- Suggest another conference at a later date.
- Make and file notes summarizing the conference for future reference.
- At a later date make follow-up contact with the parent.

It is often helpful for the teacher to confer with the student following the conference, covering what was discussed, with attention to strong points as well as suggestions for improvement.

### **Pay**

Salaries will come in 21 or 26 electronic payments. Pay will be made through the electronic transfer process. Payday is every other Friday. This is an efficient and cost saving alternative to the use of the traditional payroll checks as a means of meeting payroll obligations.

### **PBS**

**NOTE THIS SECTION IS BEING REVISED and WILL BE UPDATED ASAP.**

*The elementary school has established the following expectations for students: Be Responsible, Be Respectful, Be Ready*

*The secondary school has established P.R.I.D.E. for their student expectations:*

*Preparedness  
Responsibility  
Integrity  
Dignity  
Effort*

### **Posters**

The building principal needs to approve posters that are placed in the halls or rooms prior to posting. Sponsors are responsible for the removal of posters after the event.

### **Professional Development**

All staff will maintain a professional development log of how many hours he/she participated in professional development. This information should be reported in the Michigan Online Educator Certification System (MOECS).

### **Progress Reports**

Reports will be available through parent access at the mid-point of each semester. Progress reports are required for students receiving an incomplete, D, or an E grade or if a student drops two full grades. Progress reports, telephone contacts or Happy Gram type reports are recommended at any time. Staff is encouraged to contact parents both for positive and negative reasons. Personal contact via telephone or e-mail is most effective.

### **Requisition/Supplies**

All orders for supplies, books, workbooks, and paperbacks must be ordered through Skyward. Orders for the next school year must be in Skyward by the time the teacher checks out for the school year.

### **Safety Apparel**

All students are required to wear safety eye protection, gloves, or safety apparel anytime an activity exists where a student may possibly receive injury. Examples – industrial arts, art, science, physical education.

### **Student Misconduct**

See the student handbook for a complete listing of categories of misconduct and discipline levels.

### **Staff Meetings**

No more than two (2) building meetings with the building principal will be scheduled per month before or after the student day for staff meetings. No more than one (1) district-wide meeting with the Superintendent will be scheduled per semester. Staff meetings and district-wide meetings will be limited to 60 minutes per meeting. This does not include “EMERGENCY” 10 minute meetings i.e.: teacher or student death; student accident, etc. or

IEPC meetings.

### **Student Driving**

Students are normally not allowed to drive for field trips, athletic events, etc. The superintendent must approve exceptions.

### **Textbooks**

Teachers will distribute textbooks, record textbook number and condition. Collection at the end of the semester/year will include recording and sending to the principal a list of any damage, fines, or missing books.

### **Semester Averages**

The semester grade must be a mathematical average of the eighteen weeks' grades.

### **Visitors**

Parents are welcome to visit at any time; but, no other visitors will be allowed unless written permission is received from the principal. Parents are to notify the principal in advance of the time and date they plan to visit. All visitors should wear a visitor badge at all times while in the building.

## **EMERGENCY RESPONSE / PROCEDURES SCHOOL SAFETY STATEMENT**

North Huron Schools is committed to providing a safe environment in which all students can learn. With the prevalence of violence in schools across the nation over the last few years, our district has taken steps to address this important issue.

North Huron has in place positive action plans and will continue to develop and improve positive responsibility. The district has improved building communication and visitor requirements, and adopted violence guidelines. The school is complying with state school safety guidelines and continues to emphasize parent and community involvement.

An emergency response manual is held in each of the District offices. In the event of a safety concern all students will follow the directions of staff

## ATTACHMENT A

# MICHIGAN CODE OF **Educational Ethics**

## RESPONSIBILITY TO THE PROFESSION

Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.

### **A. Demonstrates responsibility to oneself as an ethical professional by:**

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

### **B. Fulfills the obligation to address and attempt to resolve ethical issues by:**

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;

4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
5. Cooperating fully during ethics investigations and proceedings.

**C. Promotes and advances the profession within and beyond the school community by:**

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations;  
and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

# RESPONSIBILITY FOR PROFESSIONAL COMPETENCE

Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

## A. Demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Michigan Code of Educational Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

## B. Demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

## C. Acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

**RESPONSIBILITY TO STUDENTS** A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

**A. Respects the rights and dignity of students by:**

1. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for engagement in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

**B. Demonstrates an ethic of care through:**

1. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background(s);
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture: and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

**C. Maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:**

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

# **RESPONSIBILITY TO THE SCHOOL COMMUNITY**

Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.

## **A. Promotes effective and appropriate relationships with parents/guardians by:**

.

## **B. Promotes effective and appropriate relationships with colleagues by:**

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

## **C. Promotes effective and appropriate relationships with the community and other stakeholders by:**

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

## **D. Promotes effective and appropriate relationships with employers by:**

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights when sharing materials (e.g. original lesson plans, district level curricula, syllabi, grade books, etc.);
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

## **E. Understands the problematic nature of multiple relationships by:**

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

# **RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY**

Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.

## **A. Uses technology in a responsible manner by:**

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document, and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act(FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

## **B. Ensures students' safety and well-being when using technology by:**

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyberbullying incidents and their potential impact on the student learning environment.

## **C. Maintains confidentiality in the use of technology by:**

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;

2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

**Promotes the appropriate use of technology in educational settings by:**

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

# GLOSSARY

**Boundaries:** The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

## **District/School District:**

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

## **Culture:**

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time.

## **Educator:**

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

## **Ethic of Care:**

Responding with compassion to the needs of students.

## **Ethical Decision-Making Model:**

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

## **Fiduciary relationship:**

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

## **Implicit or Explicit Demands of an Organization:**

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

**Harm:** The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

**Learning Community:** A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

**Multiple Relationships:** Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

**New Educators:** New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

**Professional educator:** A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

**Proprietary materials:** Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

**Safe environments/Safety and well-being:** A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm.

**School Community:** This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.

**Sensitive Information:** This includes but is not limited to student information and educational records, including medical or counseling records.

**Student:** A learner attending a P-12 school.

**Technology:** Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

**Transparency:** Openness and accountability with respect to one's behaviors, actions and communications as an educator.