

**MILLINGTON COMMUNITY SCHOOLS**

**KIRK ELEMENTARY**

**HANDBOOK**

**2016 - 2017**



**KIRK ELEMENTARY SCHOOL**

**8664 Dean Dr.**

**MILLINGTON, MICHIGAN 48746**

**989-871-5270**

**[www.mcsdistrict.com](http://www.mcsdistrict.com)**

**Karen Moore, Principal**

**WELCOME TO A NEW SCHOOL YEAR AT  
KIRK ELEMENTARY SCHOOL!!!**

**DEAR PARENTS/GUARDIANS,**

**On behalf of the staff at Kirk Elementary School, I would like to welcome you to a new school year.. We look forward to working in partnership with you so that your child(ren) can have a positive educational experience as they prepare for the future.**

**This handbook is designed to assist you with the guidelines we follow in the day-to-day operation of our building and in the Millington Community School District. Please read it with your child(ren) so you are familiar with its contents. Then, discuss it.**

**Kirk staff members are highly qualified, enthusiastic, and ready to guide our young people through the 2016-2017 school year. We expect all children to follow “CARDS Expectations” and do their best academic work. We plan and provide instruction and assessment that will ensure their success.**

**Be assured that each day I will try my best to make sure that your child(ren) is provided with the best educational experience possible, and I ask that you are doing your best to receive it. It is so important that you get to know your child(ren)’s teacher. Contact her/him whenever you have a question and/or comment. Communication between school and home is essential.**

**If we can be of any assistance to you, please do not hesitate to call the Kirk office at 989-871-5270.**

**Yours truly,**

**Karen Moore, Principal**

# SUCCESS FOR ALL STUDENTS MILLINGTON COMMUNITY SCHOOLS

**Bruce Martin, Superintendent**  
**8780 Dean Drive**  
**Millington, Michigan 48746**  
**989-871-5200**

[WWW.MCSDISTRICT.COM](http://WWW.MCSDISTRICT.COM)

## **MISSION STATEMENT**

**“Millington Community Schools is committed to providing the highest quality, progressive education in a safe and positive environment preparing all individuals for a successful and productive future.”**

## **BOARD OF EDUCATION**

Mr. Scott Murray.....President  
Mr. Gary Shreve .....Vice-President  
Mr. Mike Sherman.....Secretary  
Mr. Angie Germain.....Treasurer  
Mr. Dean Hennessy .....Trustee  
Mrs. Judith Grulke.....Trustee  
Mr. Matt Slough .....Trustee

## **USEFUL PHONE NUMBERS**

Kirk Elementary School.....989-871-5270  
Millington High School.....989-871-5221  
District Office.....989-871-5200  
Food Service Department (Kitchen) – Mrs. Karen Hess.....989-871-5233  
Maintenance Department – Mr. Jim Simmons.....989-871-5250  
Transportation Department (Bus Garage) – Mr. Jim Simmons .....989-871-5251

### **Notice of Non-Discrimination**

The Board of Education declares it to be the policy of this District to provide an equal opportunity for all students, regardless of gender, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the District, social or economic status, and/or other legally protected characteristic, to learn through the curriculum offered in this District.

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# **MILLINGTON COMMUNITY SCHOOLS**

## **BELIEF STATEMENTS**

**Education in Millington Community Schools is a partnership between parents, students, school, and community.**

**Therefore, we believe:**

- **all people have the right to be treated with respect.**
- **in total commitment to excellence in all aspects of education.**
- **demonstrating good character is an integral part of education.**
- **safety, health, and well-being are essential for achievement.**
- **skill development and self-esteem are essential for achievement.**
- **all people can learn as learning is a lifelong process.**
- **these core values will guide us daily.**

**FOR THE SAFETY AND SECURITY OF OUR STUDENTS AND STAFF, ALL VISITORS MUST ENTER THROUGH THE MAIN DOORS AND REPORT TO THE OFFICE AT THE KIRK SCHOOL.**

## HIGHLY QUALIFIED INSTRUCTIONAL STAFF

All teachers and paraprofessionals meet the definition of being “highly qualified.” A highly qualified teacher would be defined as a teacher that meets Michigan’s qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction. If your child, for whatever reason, is not being taught by a highly qualified teacher for four or more consecutive weeks, you will be notified.

## ASSESSMENT

The Michigan Student Test of Educational Progress (M-Step) is the testing program used by the State of Michigan as mandated by No Child Left Behind (NCLB). At Kirk Elementary School, third, fourth, and fifth grade students will take M-Step sub-tests during the school year.

MCS has also adopted an extensive testing program at the elementary level. In addition to teacher-created tests and observation, the following research-based assessments are used to determine and track your child(ren)’s academic progress:

Young 5s	DIAL*3, Math, Writing
Kindergarten	DIBELS*, Math, Writing, NWEA
First Grade	DIBELS, Math, Writing, NWEA
Second Grade	DIBELS, Math, Writing, NWEA
Third Grade	M-Step, DIBELS, Writing, NWEA
Fourth Grade	M-Step, DIBELS, Writing, NWEA
Fifth Grade	M-Step, DIBELS, Writing, NWEA

- \*Dial (Developmental Indicators for the Assessment of Learning)
- \*DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- \*NWEA (Northwest Evaluation Association)

## ATTENDANCE

### ATTENDANCE IN THE MILLINGTON COMMUNITY SCHOOLS IS TAKEN SERIOUSLY FROM THE TIME A CHILD BEGINS HIS/HER EDUCATIONAL EXPERIENCE.

In order to provide your child with the correct amount of educational time, we expect your child(ren) to be in school and on time every day. Regular attendance is a joint responsibility of the parent, student, and school. **School hours this year are 7:59 a.m. – 3:00 p.m.**

Parents should keep in mind that instruction begins at 7:59 a.m. Students riding the bus enter school at 7:45 a.m. to take care of personal items, eat breakfast, etc. so they are ready to begin on time. **Students who walk, ride their bike (see BICYCLE RIDING), or are transported to school should arrive at 7:45 a.m. as well.**

Schedule your child(ren)’s appointments before or after school hours. If this is not possible, you must come to the main office to sign out your child(ren). For the safety and security of your child(ren), please notify the office **in writing** if someone other than a person listed on the emergency card will be picking him/her up. Identification may be requested. Children will not be released to an unauthorized person. Also, children will not be called to the office before the adult arrives to sign him/her out of class.

When a student is tardy and/or absent, the experience cannot be replaced. Parents are expected to establish a regular attendance pattern with their child(ren). It is the responsibility of the parent to see that

a child arrives on time and stays until the entire class is dismissed at the end of the day. Teachers plan a comprehensive program aligned with Common Core State Standards and when a student misses any part of it, he/she misses valuable information.

### **Parental Responsibility**

1. Providing an attitude at home that school attendance is important and valuable to the student
2. Being sure their children will be in school every day that is possible
3. Cooperating with the school by making contact when absence is a must
4. Providing a united front with the school in correcting any problem dealing with attendance
5. Making appointments for their children outside of the school day if at all possible, so they can be in school as much as possible

### **Student Responsibility**

1. Making sure they attend every day possible
2. Providing reasons for absences immediately upon return to school if it has not been done already
3. Being an example to friends and others that regular attendance in school is necessary

### **School Responsibility**

1. Implement a plan that assures parents we are a partner with them and insure a system of regular checks and follow-ups occur
2. Counseling of parent and student as to the consequences of non-attendance
3. Obeying all legal requirements regarding the student's rights regarding due process
4. The district as a worthy achievement will recognize consistent, regular attendance

### **Teacher Responsibility**

1. Record absences and tardies.
2. Develop a routine that shall provide maximum accountability of student attendance records; this would include checking for admission slips, make-up work, and giving grades
3. Give make-up work and grades for excused and truant absences in accordance with this policy

### **Implementation**

1. Absences from school will be either excused or non-excused. Types of excused absences include, but may not be limited to doctor's appointments, court visitations, and funerals. Parents are expected to contact the school when their student misses school; however this does not make a student's absence excused or not excused. All unexcused absences count toward the attendance limit, and *all absences* may be included in any reports for truancy referrals.
2. If a student is absent from school, the parent or guardian is to notify the school either by phone, from 7:30 am – 3:30 p.m., the day of the absence or by note on the student's return to school. If, at all possible, the school would prefer notification by phone, (989) 871-5270, preferably by 9:00 a.m. Failing to make notification of the student's absence may result in truancy for missed days
3. It is the student's responsibility to obtain an admission slip before going to class if they are tardy to school.

## **Implementation Continued**

4. Make-up Work
  - A. A student shall have the opportunity to make up schoolwork missed due to an absence.
  - B. Students who are suspended are responsible for any work assigned for the period of suspension and shall obtain assignments prior to the beginning of suspension or from classmates.
    - Students suspended from school for one (1) day will have an additional day to complete all make-up work (on or before the end of the 2<sup>nd</sup> day of return).
    - Students suspended from school for two (2) or more days will have two (2) days to complete all make-up work (on or before the end of the 3<sup>rd</sup> day of return).
  - C. Test make-up dates will be at the discretion of the teacher.
  - D. Students who are absent are still responsible for any work assigned in class. For an absence of one or two days, students can and should obtain assignments from classmates, or by calling the teacher during their preparation time, or by e-mail. Please allow 24-hour notice for staff members to prepare materials.
5. The board believes that early awareness of student's non-attendance and the parents being informed can be effective deterrents. Even when the procedures for each absence have been accounted for, it is still possible for student to miss too much school.
  - A. When a student knows ahead of time they will be absent, the school office is to be notified by the parents or guardians. The student will be given a "Pre-Arranged Absence Form" which is to be signed by each teacher and principal. The parent must make the request at least 24 hours before the absence occurs if possible. The responsibility for seeing the work is done and turned in lies solely with the student.
  - B. After five unexcused absences in any one class per semester the parents will be notified by letter.
  - C. After eight unexcused absences in any one class per semester a meeting with the parent, student, and administrator will be requested.
  - D. After ten absences in a semester the TISD truant officer may be notified of the attendance problem.

## **TARDINESS**

Students are expected to arrive at school on time. If a student is late to school, he/she must bring a note from the parent/guardian, which explains the tardy. Signing in late to school will result in a tardy being assigned. Students arriving after 9:00 a.m. or leaving before 2:00 will only be given credit for a half day. **Also, students who are checked out before the official end of the school day (3:00 p.m.) will be marked a PM tardy, the same as students who arrive late in the morning.**

## **Vacations During the School Year**

Parents are encouraged not to take their child out of school for vacations. If a lengthy absence is necessary, it should be reported to your child's teacher **in writing** (see form in appendix). Teachers will provide make-up work if possible. Make-up work will be available, at your request, when your child returns from the absence unless other arrangements are made with his/her teacher.

## **Changes in Routine**

You must send a note each time there will be a change in your child's daily routine. We will ask to see identification of any person we do not know and will not release a child to a baby-sitter, stepparent, relative, or friend without prior authorization. **We will follow the child's normal routine without a note from the parent/guardian.**



### **BICYCLE RIDING**

Third, fourth, and fifth grade students are permitted to ride bikes to school. Kindergarten, First, and Second grade students are not allowed to ride bikes to school due to the dangers involved for young children. A bicycle rack is provided in front of the Kirk School. It is recommended that students who ride bicycles to school wear a helmet. Millington Community Schools is not responsible for damaged, lost, or stolen bicycles.

### **BUILDINGS AND GROUNDS**

We are proud of the campus of the Millington Community Schools and want our students to share this feeling. Therefore, students/families share the responsibility of the daily upkeep of the classrooms, bathrooms, lunchroom, halls, and playground. We expect everyone to take pride in the buildings and surrounding areas and help to maintain these areas.

## **CANCELLATIONS/EARLY CLOSINGS FOR MILLINGTON COMMUNITY SCHOOLS**

**Millington Community Schools now has an automated phone system in place that will call the first number listed on the parent contact/emergency card for all school closings.**

**Information will also be on the following television stations:**

#### **TV**

**WNEM Channel 5 – CBS [www.wnem.com](http://www.wnem.com)**

**WJRT Channel 12 – ABC [www.abc12.com](http://www.abc12.com) [www.wjrt.com](http://www.wjrt.com)**

**WEYI Channel 25 – NBC [www.nbc25online.com](http://www.nbc25online.com)**

The decision to cancel the regular school day is made by the superintendent as soon as possible. Only in unusually severe weather conditions is a decision made the night before to cancel school.

It may be necessary for parents to transport students to the main road for pick-up when side/back roads become too dangerous for bus travel.

In the event of a Tornado or Severe Thunderstorm Watch/Warning, it may be necessary to extend the school day rather than send children home in threatening weather.

Individual school closings due to electrical, plumbing, or other utility-related problems at that building only will be announced on TV stations along with an automated voice message sent to the first number listed on the parent contact card.

**A decision as to whether evening school activities and athletic events will take place will be made by 1:00 on days school has been closed.**

It is necessary to keep phone lines open during an emergency. Please tune in to TV stations for school closing information rather than dialing the school office.

## **CO-CURRICULAR CLASSES**

Instruction in Art, Physical Education, and Technology is scheduled into the weekly educational routine. Students are required to participate in gym classes unless a physical condition, described by a physician's recommendation, dictates otherwise. Gym shoes must be worn. Young ladies should wear shorts or slacks on P.E. days. Students/parents are required to agree to follow the rules and regulations pertaining to legal use of computers in the MCS (See Network Policy).

## **DELIVERIES**

So as to not interrupt the academic process, deliveries to students during school hours may be held at the office until an acceptable time of the day, except for school lunches, gym shoes, or items needed for class.

## **DIRECTORY INFORMATION**

The Millington Community School District has designated certain information contained in the educational records of our students as directory information for purposes of FERPA (Family Educational Rights of Privacy Act). Information designated as directory information, which includes any and all video images, will be released for publication in yearbooks, sports programs, drama/music programs, honor rolls, newsletters, school website, and awards programs. If you do not wish to have information available for publication, you must notify the principal of the building your child(ren) attends no later than September 30 of each school year. This information must be in writing.

You have the right to obtain a copy of the Millington Community School District's policy for complying with FERPA. The policy explains your rights in greater detail, as well as the procedures for inspecting records, consenting to the disclosure information, and requesting an amendment of a record. To obtain a copy of our policy, please contact the Office of the Superintendent, 8780 Dean Drive, Millington, MI 48746 (989)871-5200.

## **DRESS CODE**

Parents are requested to see that their child(ren) is dressed appropriately for school and the weather. Clothing should be clean and not distracting. Inappropriate logos or pictures on clothing are not to be worn. Students are asked to remove their hats when they enter the building and while in class. Mid-riffs and backs must be covered. Closed shoes with flat heels are the safest footwear at this age.

# **DISCIPLINE**

Discipline at Kirk Elementary School is based on what students learn about developing and practicing good character. Students are expected to conduct themselves as young ladies and gentlemen at all times. Their behavior will reflect good manners and courtesy. They are encouraged and expected to be respectful, solve problems in a non-aggressive manner, and make good choices.

The primary responsibility for reinforcing acceptable behavior rests with the teachers. Administrators and other personnel will support and share the responsibility. Student behavior that violates the rights of others will be dealt with in a manner that is primarily designed to make them aware of their actions, take responsibility for their actions, and correct their actions. Violation of the rights of other students to learn, teachers to teach, or failure to respect the property or well-being of others will be dealt with in a manner appropriate to the infraction and the age of the student(s). When the teacher has exhausted all classroom methods of discipline, the principal (or designee) will meet with the student. If the inappropriate behavior continues, a parent/guardian will be contacted to remove the student from school for the safety/security of him/herself or others and to ensure the educational process can continue. A conference may be required before the student returns to school. (See Discipline Referral Form)

**Students are expected to follow directives from ALL teachers, paraprofessionals, bus drivers, other adult staff members, and administration.** Failure to do so is considered insubordination.

Developmentally, we recognize that there will be little need for punitive measures (detentions, suspensions) in the early elementary grades (K-2). However, we are aware that each child has individual needs and believe that consistency and continuity of consequences are important and necessary if children are to learn self-discipline, problem-solving skills, and independence. Parents and students need to be aware of and practice rules and consequences beginning at this level so we can ALL be safe and learn in an orderly and organized school community.

## **Kirk Elementary Discipline Referral Form: Consequences**

Minor Problem Behavior will be handled by the teacher in the classroom where the incident occurs. When Minor Problem Behaviors become Major Problem Behavior, the following consequences may be assigned to correct the problem:

## **BUS CODE CONDUCT**

### The purpose of this code is:

- To insure the safe, orderly transporting of children in our school district
- To provide specific rules and enforcement procedures concerning bus transport in our district
- To assign particular responsibilities to all those involved in or concerned with bus transport

### Student Responsibilities

- To remember that their right to ride a bus is contingent on their ability to conduct themselves properly and satisfactorily while on the bus
- To obey the bus driver while riding on the bus To obey the rules and regulations set forth in this code and those posted on the bus
- To conduct themselves in a proper manner while on the bus in regard to behavior, language and cooperation

### Rules for Riding the Bus

- Be at the designated station at the scheduled time
- Cross in front of the bus only after all traffic has stopped
- Respect and follow direction the first time they are given
- Stay in your seat with your feet on the floor
- Speak in a quiet voice with respect
- Don't litter, write on, or damage the bus in any way.

### Consequences for Violating Bus Code Conduct

1<sup>st</sup> incident: Warning, misconduct report, conference with principal

2<sup>nd</sup> incident: Second warning regarding behavior, parent contact, possible loss of bus riding privileges

3<sup>rd</sup> incident: Loss of bus riding privileges for up to five (5) school days

4<sup>th</sup> incident: Loss of bus riding privileges for up to ten (10) school days

5<sup>th</sup> incident: Loss of bus riding privileges for up to the remainder of the school year

Incident reports will be sent to parents for each occurrence. Students who violate any part of the discipline code while on a bus or to/from the bus will be subject to further disciplinary consequences.

### Severe Clause

The above stated consequences are “minimum.” The district may take more severe disciplinary measures necessary to ensure the safe, orderly operation of the bus.

### **Inappropriate/Abusive Language**

1<sup>st</sup> Offense: Conference with Student/Parent Contact

2<sup>nd</sup> Offense: Loss of Privilege/Parent Contact/Suspension (1-3 days)

3<sup>rd</sup> Offense: Loss of Privilege/Parent Meeting/Suspension (3-5 days)

### **Fighting/Physical Aggression**

1<sup>st</sup> Offense: Loss of Privilege/Parent Contact/Suspension (1-3 days)

2<sup>nd</sup> Offense: Loss of Privilege/Parent Contact/Suspension (3-5 days)

3<sup>rd</sup> Offense: Out of School Suspension (3-5 days – Severe Aggression may result in a longer suspension)

**Overt Defiance**

1<sup>st</sup> Offense: Conference with Student/Parent Contact

2<sup>nd</sup> Offense: Loss of Privilege/Parent Contact

3<sup>rd</sup> Offense: Loss of Privilege/ Parent Meeting/Suspension (1-5 days)

**Bullying/Harassment** (see definitions on page 30)

1<sup>st</sup> Offense: Conference with Student/Parent Contact

2<sup>nd</sup> Offense: Loss of Privilege/ Parent Meeting/Suspension

3<sup>rd</sup> Offense: Out of School Suspension (1-5 days)

**Cheating/Lying/Forgery**

1<sup>st</sup> Offense: Conference with Student/Parent Contact

2<sup>nd</sup> Offense: Parent Meeting

3<sup>rd</sup> Offense: Parent Meeting

**Theft/Property Damage**

1<sup>st</sup> Offense: Item Returned or Paid For/ Conference with Student/Parent Contact

2<sup>nd</sup> Offense: Item Returned or Paid For/Conference with Student/Parent Contact

3<sup>rd</sup> Offense: Item Returned or Paid For/Conference with Student/Parent to determine Suspension

**Possession of Weapons/Look-A-Likes**

1<sup>st</sup> Offense: Confiscate weapon or Look-Alike/Conference with student/Parent Contact

2<sup>nd</sup> Offense: Parent Contact/ 5 Day Suspension

**Use of Weapons**

Consequences determined by law

**Three Minors Become Major****Confidentiality**

Every reasonable effort will be made to maintain confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

\*\*\*Consequences for all offenses will be consistent with the laws set by the State of Michigan and the policies adopted by the Millington Board of Education.

The playground, cafeteria, hallways, classrooms, library/media center, bathrooms, and buses are considered a part of the school and "CARDS Expectations" apply in all places. The principal or designee makes the administrative decisions to correct Major Problem Behavior.

## **ELECTRONIC EQUIPMENT**

**RADIOS, VIDEO GAMES, RECORDING DEVICES, CD PLAYERS, CELL PHONES, LASER LIGHTS AND/OR OTHER ELECTRONICS** are not allowed in school without prior permission by the principal. The school has established a system to deliver messages to students; therefore, it is not necessary for students to carry cell phones, or other such devices. Students may be permitted to use headsets on the bus. Please check with your driver. If a student is found to be in possession of such a device on school grounds, it may be confiscated and returned to the parent. Millington Community Schools is not responsible for damaged, lost, or stolen electronic equipment.

## **EMERGENCY DRILLS**

Millington Community Schools practice required fire/tornado drills and safety drills according to regulations throughout the school year. We teach students to treat these drills seriously. Teachers provide instruction at the beginning of the school year and review the procedures periodically.

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fires and lock down drills.

Safety drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for school lock down is different from the alarm system for fires and tornadoes

**A crisis plan is in place for the MCS and is available in any building as well as the District Office.**

Students will not be released from school during drills/warnings unless they are signed out by parents already on the premises.

## **ENROLLMENT**

Parents/guardians may enroll students with the principal or secretary. Students must be five years of age on or before September 1<sup>st</sup> to enroll in school. An original/certified copy of a birth certificate, updated immunization record, and two proofs of residency are required. A proof of guardianship may be requested. Students new to the district must have a record of current immunizations. Waivers are available for those who object to immunizations for religious or medical reasons.

## **FIELD TRIPS**

Field trips are educational and planned to supplement the curriculum. Individual information pertaining to field trips will be provided by the teacher when such an experience is planned. A permission slip must be signed by a parent/guardian and returned to the teacher for a student to attend a field trip (See Forms). Participation is expected. If parents choose not to send their child(ren) on an educational field trip, the parent is responsible for their child(ren)'s supervision during the time the trip is planned.

### **STUDENTS ARE EXPECTED TO RIDE THE BUS TO AND FROM THE FIELD TRIP.**

Parents who chaperone a group of students need to focus all their attention on the children for whom they are responsible. For this reason, siblings or other children are **not** permitted to attend. Smoking is prohibited. Appropriate dress is expected on school field trips. As well, any parent serving as a chaperone is required to have a background check and their own transportation (carpool)

## **FOOD SERVICES**

Nutritious meals are provided for breakfast and lunch for all students who wish to participate. The meals are planned to meet the requirements of nutrition and quality established by the federal government. A menu will be sent home with your child at the beginning of each month.

Our kitchen staff operates an automated accounting system. Send all money to school on Monday and write your child's first and last name and ID number on both breakfast and lunch envelopes. Milk is included in the price of hot lunch. You may deposit as much money in your child(ren)'s account as you would like and you will be notified when funds are depleted.

When students bring a sack lunch, they may either bring a drink from home or they may purchase milk at school. Carbonated beverages (soda pop) should not be brought to school. Glass containers are prohibited for safety reasons.

If a student forgets lunch or milk money, we offer 'promises', or I.O.U.'s that can be repaid the next day. A monthly reminder is sent home with those students whose balances are low and/or negative. In addition, phone calls are made to parents as necessary.

At the beginning of each school year, information about our free breakfast/lunch program is sent home to all parents.

## **GRADES**

Kirk Elementary has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and

classroom participation. If a student or parent is not sure how his/her grade will be determined, s/he should ask the teacher.

Kirk Elementary uses the following grading system for 1<sup>st</sup> – 2<sup>nd</sup> grade students:

1. Consistently and independently performs expectations (90%-100%)
  2. Consistently and independently performs expectations with minimal errors (80% - 89%)
  3. Inconsistently performs expectations with errors and requires assistance (70% - 79%).
  4. Expectations are not met (69% or below)
- IC Student not assessed at this time because of incomplete project or activity.  
P Teacher has begun instruction in this unit and the student is currently practicing this skill  
CR-Credit / NC-No Credit

Kirk Elementary uses the following grading system for kindergarten students:

- M Mastered Objective  
T Needs More Time

Kirk Elementary uses the following grading system for 3<sup>rd</sup> – 5<sup>th</sup> grade students:

90% to 100%	A	Excellent Achievement
80% to 89%	B	Good Achievement
70% to 79%	C	Average Achievement
60% to 69%	D	Minimum-acceptable Achievement
0% to 59%	E	Failure

Report cards are sent home at the end of each marking period - four times per year. The dates are printed in school newsletters and on the school calendar. If you do not receive your child's report card at a parent-teacher conference or within one week after the end of the marking period, please contact the classroom teacher or the Kirk Office.

### **HEALTH/ HEALTH SERVICES/ ACCIDENTS/ ILLNESSES**

In the event of an accident and/or serious illness at school, we will attempt to notify you immediately by phone. Subsequent calls will be made based on information you have supplied on the emergency card filed in the office. Please keep us informed of any change of landline telephones and cellular telephones for you or contact persons listed. If we are unable to contact anyone listed, 911 will be contacted.

Please make the school aware of any special health conditions concerning your child. We will cooperate with you to the best of our ability.

During the school year, services are provided regarding the physical well-being of your child.

- Hearing screening is given to Kindergarten and Second.
- Vision Screening is given to First and Third graders.

We request that parents do not send notes asking that their child remain indoors at recess time. Restrictions from the doctor, will be accommodated.



## **HEAD LICE (PEDICULOSIS)**

Head Lice is a health concern, not just in Millington Community Schools, but also throughout the country. **ANYONE** can get head lice. Check your family on a regular basis. Contact the school if head lice are found. We try to conduct regular checks for head lice in each classroom. If your child is found to have nits (eggs) and/or live bugs, we will contact you (or a contact person) to pick up your child so treatment can begin as soon as possible. While this may be inconvenient and time-consuming, it is necessary if we are to control the situation. Before a child is readmitted to school, he/she must be checked through the office. This means that a student cannot ride the bus to school the next day.

## **HEADSTART/GREAT START READINESS PROGRAM (G.S.R.P.)**

The Headstart and Great Start Readiness Program (G.S.R.P.) are located in the Meachum Later Elementary School Building. These programs are for children ages 3-5 years old. For further information and/or find out if your child qualifies for this opportunity, call 1-866-851-1675

## **HOMEWORK**

“Homework and practice are instructional techniques that provide students with the opportunity to deepen their understanding and skills relative to content that has been initially presented to them.” (Marzano, *Classroom Instruction That Works*, p. 60.) The purpose of homework is to provide students with the opportunity to complete school work not done in class, to provide independent practice, and to develop responsibility and good study habits.

Homework is assigned by each teacher individually and should be different at each grade level. Students may be required to practice material learned in class, such as reading take-home books, drilling math facts, studying spelling words or other similar tasks. Or, there may be times when students are asked to extend their learning by doing reports or projects.

At the elementary level, it is the parents’ responsibility to provide a quiet, well-lighted area free of distractions, establish a regular time for the child(ren) to complete assignments, express to your child(ren) the importance of school achievement, and check to see that the tasks are completed. There may be consequences such as loss of recess to finish incomplete work.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

## **HUMAN REPRODUCTION, HIV, AIDS, AND OTHER STD CURRICULUM**

Our Board of Education has approved lessons to be taught on HIV (Human Immunodeficiency Virus) infection, AIDS (Acquired Immune Deficiency Syndrome), and other STDs (Sexually transmitted diseases) as part of our health curriculum. All public schools are required to teach about HIV, AIDS, and STDs under Michigan law.

The Michigan Departments of Education and Community Health have recommended lessons for students at each grade level. These lessons help young people understand these diseases and how to prevent their spread.

The lessons teach students:

- Facts about HIV and other STDs
- How HIV and STDs are and are not transmitted
- The impact sexually transmitted diseases can have on a person's life.
- How to evaluate the health risks involved with different behaviors.
- The advantages of waiting to have sexual intercourse.
- To apply the skills needed to avoid and escape situations that place them at risk for becoming infected with HIV and other STDs.
- The importance of planning ways to stay safe, healthy, and free of HIV and other STDs.
- How to apply when they have learned in order to become positive peer role models.
- How to locate resources and get help, if needed.

Your student will be asked to share what he or she is learning about HIV, AIDS, and other STDs with you and to ask you if he or she has further questions. You are welcome to preview the lessons and materials that we will be using. Please contact the building principal if any of this information is unclear or if you have any questions.

If you wish to have your student excluded from the human development unit, which is abstinence based, please contact the school office. You may also request review the school's curriculum in human development by contacting the office.

### **KINDERGARTEN SCREENING**

Open enrollment for kindergarten takes place during March. Please bring your child's original birth certificate, updated immunization record, and two proofs of residency. Your child need not be present at the time of registration; however, an appointment for screening will be scheduled once the paperwork is in place. The actual screening is usually done in the month of April. Children are eligible for Kindergarten/Young 5's if they turn five years old on or before September 1<sup>st</sup>.

### **LOST AND FOUND**

Items found in the building or on school grounds are placed in the Lost and Found. Check this area if you are missing a particular item. Parents are encouraged to see that articles of clothing, shoes, backpacks, lunch boxes and any other item brought to school are labeled. First and last names should be sewn or written in permanent marker. Unclaimed items will be donated at the end of each semester. Valuables should be left at home. MCS is not responsible for personal items that are lost, stolen, or damaged.

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

## MEDICATIONS

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form must be filed in the main office **before** the student will be allowed to begin taking any medication during school hours. The form must be signed by the parent **and the physician**.
- C. All medications must be kept in the main office. \*With the exception of inhalers that doctors have directed the student to keep in his/her possession. Permission to do this must be in writing.
- D. All medications must be in its original container specifying type of medication, dosage, time to be taken, and duration (length of time) for medication to be dispensed.
- E. Medication that is brought to the office will be properly secured.
- F. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of the school year.
- G. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.
- H. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission.

### **Non prescribed (Over the Counter) Medications**

Parents may authorize the school to administer a non prescribed medication using a form which is available at the school office or on the school website. A physician does not have to authorize such medication but all of the conditions described above also apply to non prescribed medications. The student may be authorized on the request form by his/her parent to self-administer the medication in the presence of a school staff member. No other exceptions will be made to these requirements.

In accordance with Section 1178 of the Michigan Revised School code, a school administrator, teacher, or other school employee designated by the school administrator, who in good faith administers medication to a pupil, pursuant to written permission of the pupil's parents or guardian, and in compliance with the instructions of a physician is not liable in a criminal action or for civil damages as a result of the administration except for an act or omission amounting to gross negligence or willful and wanton misconduct.

## **MISSING CHILDREN**

Public Act 84 of 1987 requires Michigan school districts to respond to police requests for information about missing children who are under 17 years of age. If a law enforcement agency requests such information, a record of the request is available to the minor's parent.

## **NETWORK and INTERNET SAFETY AND USE POLICY**

The use of MCS's network (MCSNET) is to promote the exchange of information to further education and research and is consistent with the mission of MCS. MCSNET is not for private or commercial use, political or religious purposes. Any use of MCSNET for illegal activity is prohibited.

The use of MCSNET/Internet is a privilege, not a right, and inappropriate use of that connection may result in cancellation of those privileges. Interpretation, application and modification of the Network and Internet Safety Use Policy is within the sole discretion of MCS. Any questions or issues regarding this policy should be directed to MCS administration.

Violation of any conditions of use described in the policy and/or in the MCS's Technology Ethics Regulation may be cause for disciplinary action.

## **NEWSLETTERS**

*School to Home*, a school newsletter, will be sent home on a bi-weekly basis. Dates, times, and places of school events will be included. Teachers will also send classroom notices about what is happening in individual classes on a regular basis. Read these newsletters with your child(ren). They contain lots of helpful information to make the most of your child's education.

## **OFFICE HOURS**

The Kirk Office is open from 7:30 a.m. until 4:00 p.m. daily.

### **Parent Involvement Plan**

Kirk Elementary fully recognizes the value in parents and families involved in the education of their children. The results of this relationship will lead to student success in academic achievement, student behavior, and a lack of student absenteeism.

To that end, we will maintain:

- 1) Cultivating a school environment which is welcoming and student centered;
- 2) Providing support to students and families in numerous family involvement activities;
- 3) Communicate to families the need for the proper support of the health and safety of their child;

- 4) Promote regular communication with families, through media such as school and district newsletters, and the school website;
- 5) Give consistent feedback to parents regarding academic achievement, attendance, and behavior through regular mailings, phone communication, and use of parent portal;
- 6) Provide the opportunity to volunteer with activities within the school environment;
- 7) Support resources at home, such as Compass Learning and online resources which will foster learning at home;
- 8) Build community partnerships which encourage the families' participation in their children's education, growth, and development;
- 9) Continued community involvement through the district's strategic planning process.

### **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are an excellent way of reporting student progress. These conferences are by appointment only and are scheduled in advance. Please make every effort to keep your appointment. If you are unable to attend, please notify the teacher or the office. Our goal is 100% attendance, and we are willing to work with your schedule as much as possible.

Communication with the school should not be limited to regularly scheduled parent-teacher conferences. Contact your child's teacher anytime you have questions or information that would be helpful with the education of your child. Parents are encouraged to initiate a conference with school personnel when they feel a need to check on their child's progress. Call to make an appointment. If after speaking with your child's teacher, you need to speak to the principal, please call ahead to schedule a meeting.

### **PARENT -TEACHER ORGANIZATION**

Parents at Kirk Elementary have the opportunity to join the Kirk Parent-Teacher Organization. The cost of membership is minimal. Parent participation is strongly encouraged. Check the school newsletter or the website for the time and place of the monthly meetings. This group provides additional, curriculum-related school items and enjoyable activities for our students.

### **PARKING**

Parents who are picking up or dropping off students are asked to park in the spaces provided in the parking lot in front of Kirk Elementary. Please do not park along the sidewalk in front of the school; this is a fire lane and must be kept clear for emergency purposes. Please keep the handicapped spaces available for people with a handicap permit.

### **POLICY INFORMATION**

The policies of the Millington Community School District are available in the District Office and in each school office.

## **POSITIVE BEHAVIOR SUPPORT (PBIS)**

The major objective of this school-wide system is to teach the following fundamental concepts of living:

1. Understand and respect the rights, dignity and safety of all individuals;
2. Understand and respect the law, district policies, procedures, rules, and regulations;
3. Understand and respect public and private property rights.

The expectations that have been defined and are practiced at Kirk Elementary School are:

**CARING  
ATTITUDE IS POSITIVE  
RESPECTFUL AND RESPONSIBLE  
DO YOUR BEST  
STAY SAFE**

Behavior expectations will be taught directly and reinforced, using common language throughout the building. By stating rules positively and teaching expectations to go along with the rules, a culture of respect and cooperation will develop and appropriate behavior and increased learning will be the result of the efforts of the Kirk Elementary School staff and students.

## **PROMOTION/RETENTION**

The regular classroom teacher reports continuous progress throughout the year via parent-teacher conferences, report cards, and informal communications. Promotion to the next grade will be advised by the end of the school year.

If a student is experiencing academic difficulties leading to retention, the following procedures will be followed;

1. Parents/Guardians will be notified in writing at the end of the third marking period. The teacher will describe educational concerns and possible remediation;
2. Final retention recommendation forms with parent/guardian signatures should be received by the building principal on or before the last day of school.

The Revised School Code addresses the *Parental Right to Request*. Regarding the rights of a parent on this issue, the law does recognize in Section 380.10 that:

*“It is the natural, fundamental right of parents and legal guardians to direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil’s parents and legal guardians to develop the pupil’s intellectual capabilities and vocational skills in a safe and positive manner.”*

This authority does not give the parent the ability to determine at what grade level their child shall be placed. While a local school board policy may consider the recommendation of a parent as an objective standard and incorporate it in the promotion and retention policy, the ultimate decision is based on school board policy. According to policy in the MCS, PROMOTION, PLACEMENT, and RETENTION, Section 5410, the final

responsibility for determining the promotion, placement, or retention of each student is assigned to the principal.

Therefore, retention recommendations will be made from a team approach – parents, teachers, special services personnel and the principal. All possible information will be considered when making a recommendation for student retention, including (a) academic performance, (b) age, (c) attendance, (d) maturity, and (e) student ability. However, the final decision will be made by the principal.

### **REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES**

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the school. Parent's rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits. Also note, PG movies are shown throughout the year as rewards. If you do not wish to have your children watch PG movies, you must notify (in writing) the building principal.

### **RECESS AND PLAYGROUND**

At mid-day/lunch time, students are provided with the opportunity to go outdoors. There is playground equipment and plenty of space for the students to get some exercise and a break from the expectations of the classroom. The playground is supervised by paraprofessionals. We request that parents do not send notes asking that your child remain indoors at this time. Doctor's notes will be accommodated. Boots in rainy and and/or snowy weather are necessary, **APPROPRIATE CLOTHING IS A MUST!** If they do not wear boots during muddy and snowy days, they will stay on the blacktop area. Children need fresh air and an opportunity to run off pent-up energy. Therefore, if a child is too ill to engage in the activities of a regular school day, he/she is probably too ill to be in school. (The guideline for going outdoors in winter is 10° or above, including wind chill.) Since the grounds outdoors are an extension of the classroom, students are expected to make good choices and follow the expectations about behavior that govern the school building and the classroom. Safety and enjoyment are emphasized when students are outdoors anywhere on the MCS campus.

### **RULES FOR KIRK PLAYGROUND**

NO FOUL LANGUAGE

IF YOU HAVE A PROBLEM – talk to an adult at the time the problem occurs

RULES FOR THE SWINGS

Do not jump off swings

Swing on your bottom, not your belly

Swing front to back, not side to side

One person per swing

Do not run or stand between or near those who are swinging

## RULES FOR THE SLIDES

- Up the ladder, down the slide
- Always slide on your bottom
- Don't jump off the sides of the slide
- Sitting at the bottom can cause injury to yourself or others
- Always check for water or mud at the bottom before going down

## TOYS ARE PLACED NEAR THE SHED WHEN NOT IN USE

- Use toys in designated areas
  - Basketballs stay on the court
  - Jump ropes and chalk stay in designated area.
- No toys from home

## DURING THE SPRING AND FALL

- Water and mud: GO around it!

## DURING THE WINTER

- Kindergarten, first and second grades must have boots and snow pants to leave the pavement. Third, fourth, and fifth grades just have to have boots.
- We do not throw snow or ice.

## **RESPONSE TO INTERVENTION**

MCS is committed to providing an effective education for all children. National research indicates that approximately 80% of students are successful in performing grade level standards with general classroom instruction and materials. We also know that students do not come to us as “one size fits all” learners. They have different styles and rates of learning.

Providing an effective education for all children requires on-going progress monitoring. This way we can spot when children are having difficulty achieving to grade level standards and make adjustments to our teaching to better meet their needs. This process for monitoring progress and making adjustments is called “Response to Intervention” or “R.T.I.” Here is how it works:

### **STEP 1: Universal Screening**

We use universal screening three times per year (Fall, Winter, Spring) for all students in grades K-5. These universal screenings may include M-STEP, MI-Access, NWEA, DIBELS, and classroom assessments (See page 6.) These assessments indicate how students are doing in comparison to benchmark expectations. Universal screenings are used in the skill areas of reading, language, math, and writing. Results are sent to parents after each assessment window and/or stated on your child(ren)’s progress report.

### **STEP 2: Analyze Assessment Data**

Using the universal screening results, the staff and intervention team examine whether 80% of the students are performing to benchmark standards. If not we make curriculum and instructional adjustments at the classroom level. If 80% of the students



are achieving to benchmark, we identify students who are not and begin to provide instructional interventions beyond those provided in the core curriculum.

### **STEP 3: Provide Interventions for Students with Different Learning Styles and Rates**

**TIER 1** involves the classroom teacher using different strategies and/or additional or different materials to assist student learning. Parents are notified if your child is receiving **TIER 1** differentiated instruction and provided with results of the next universal screening. The next universal screening results help us determine if the differentiated instruction is working and if the student is responding to the intervention. If the student is performing to benchmark standards, or closing the gap, we know the intervention is working. If not, **TIER 2** may be considered.

**TIER 2** provides supplemental instruction in small groups outside the classroom. Typically, these interventions take place 3-5 times per week for 30 minute periods. During interventions, progress monitoring will occur every 2 weeks. At the end of 6 weeks, the intervention team will review the student's progress and determine whether the student is responding. Many students are successful in meeting standards with a combination of **TIER 1** differentiated instruction and **TIER 2** supplemental assistance. If this is the case, the intervention team will decide whether the current interventions should continue or be discontinued. There are times when a student may need additional, more frequent help to meet the standards. In those cases, the intervention team will look at **TIER 3** intervention.

**TIER 3** involves adding an additional supplemental intervention or extends the amount of time and/or frequency of the current intervention. If this additional support still does not give the student enough strategies to meet grade level standards, an individualized plan may be recommended for your child. There are times when learning problems persist despite appropriate, quality instruction that has been adapted to individual styles. Learning difficulties that persist despite such interventions may, but do not always, signal a possible disability under the Individuals with Disabilities Act (IDEA).

A student who does not respond successfully to **TIERS 1, 2, or 3** may need additional evaluations conducted to determine a disability and or ensure that instructional goals are tailored to the student's individual needs. An evaluation review and parental consent will be sought prior to these types of evaluations. If a student is found to have a disability, an Individualized Education Plan (IEP) will be offered and the student will be eligible to receive special education programs and services.

MCS wants to reassure you that the RTI approach, including the tiered interventions, is intended as a problem-solving approach to address the learning needs of all students. It is our hope that the use of RTI will provide students the instruction necessary to meet grade level expectations and reduce the need for highly intensive, specialized instruction from special education programs and services.

## **School – Parent Compact**

We value your role in working to help your child achieve high academic and behavior standards. The purpose of the school – parent compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The information listed below should serve as an outline of ways you and the school staff can build and maintain a partnership for your child's learning.

### **School's Responsibility:**

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet local, state, and national student academic standards;
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress;
- Provide opportunities for ongoing communication between you and teachers through:
  - Parent / Teacher Conferences and Open Houses
  - Frequent reports regarding your child's progress including the use of parent portal to examine academics and attendance;
  - Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities
- Provide the staff with appropriate professional development activities;
- Maintain highly qualified teachers;
- Provide a safe and secure learning environment

### **Parent's Responsibility:**

- Ensure that my child attends school daily and arrives to school on time;
- Encourage my child to follow the rules and regulations of the school;
- Attend parent / teacher conferences;
- Volunteer in my child's school and classroom if time or schedule permits;
- Communicate positive information regarding teachers, principals, coaches, and other campus personnel when discussing school with my child;
- Seek information regarding my child's progress by conferencing with teachers, principals, and other district personnel

### **Student's Responsibility:**

- Attend school regularly;
- Complete and turn in all classroom and homework assignments on time;
- Accept responsibility for my own actions;
- Show respect for myself, other people, and property.

## **SOCIAL WORK/COUNSELING SERVICES**

**Sheri Wisenbach  
Certified School Social Worker  
Kirk Elementary, 989-871-5258**

Millington Community Schools employs a full-time social worker. He/she works with students in groups, as well as individually with students who are experiencing social and/or emotional needs that may impact academic progress. Students who are experiencing difficulty with school adjustment, friendship, divorce and/or grief can access counseling services. The social worker is available to students/parents/guardians during regular school hours and can be contacted through the school office. The school social worker collaborates with teachers, presents lessons in character education or other areas of concern, and may intervene in cases of discipline at the request of the administration. If you do not want your child(ren) to receive counseling/social work services, please inform the school in writing.

### **Counseling for Elementary Students**

#### **What is an Elementary School Social Worker?**

- A person that helps all children
- A resource person for teachers
- A resource person for parents
- A counselor
- A consultant

#### **How Does a Child See the Social Worker**

- Self referral
- Parent referral
- Administrative referral
- Special services referral

#### **Who can benefit from School Social Work Services?**

- Students having difficulty making the transition to school
- Students with poor attendance
- Students undergoing a transition (i.e., change of school, change in family composition; separation/divorce, remarriage, new sibling, chronically/terminally ill family member, death)
- Students who are experiencing social/emotional or behavioral difficulties in school and/or home
- Students having difficulties making/maintaining friendships
- Students with low self-esteem
- Students in a crisis

#### **The School Social Worker:**

- Sees children individually and in groups (i.e., anger management, self-esteem, friendship, divorce, bullying, etc.)
- Uses the community as a resource
- Coordinates programs
- Works together as part of a team

#### **Where Does the Child See the Social Worker?**

- In the Social Worker's office
- In the classroom

#### **School Social Work Objectives:**

- To approach counseling as a process, not as a quick fix method
- To stimulate and facilitate a student's personal, social, and emotional needs within an educational environment
- To follow-up on students as they go through the counseling process
- Make a referral for community resources if beneficial
- To create an atmosphere of openness, honesty, and respect

## **SPECIAL EDUCATION SERVICES**

Special education services are available. The MCS and Tuscola Intermediate School District (TISD) combine to provide a variety of educational opportunities for children with special needs. Contact the main office if you have questions about special education services.

## **STUDENT PLACEMENT**

**It is in the best interest of the student to have professional educators, who best know teaching and learning, place your child.** The principal, with information from the classroom teachers, will develop class lists and notify parents who their child(ren)'s teacher will be. It should be noted that **the principal reserves the right of placement for students in MCS.**

## **TRANSPORTATION**

Transportation is a privilege and safety is our primary concern as students ride to and from school. We believe that students can behave appropriately and safely while riding on a school bus. After a day in the classroom, it is sometimes difficult for our youngsters to sit still. So, please talk to your child(ren) about safety and emphasize the importance of following the bus guidelines so the driver can pay attention to the road. Bus safety will be discussed with your child(ren) by their classroom teacher, bus driver, principal, and transportation supervisor. Parents/guardians will be informed about bus behavior that is unsafe. The school bus is an extension of the classroom and students are expected to make good choices and follow the CARDS expectations that govern the school building and the classroom. **MCS will not tolerate the behavior of any student that interferes with drivers doing their job or preventing other students from a safe bus ride. A student who misbehaves on the bus shall be disciplined in accordance with the Student Discipline Code and may lose the privilege of riding on the bus.**

Bus concerns should start with the Transportation Supervisor at 871-5251.

**REMINDER: THERE ARE NO ALTERNATE DROPS. IT IS THE PARENT'S RESPONSIBILITY TO MAKE TRANSPORTATION ARRANGEMENTS OUTSIDE THE REGULAR SCHOOL ROUTINE.**

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videotaping of the students on any particular bus will be done on a random selection bases.

If the student misbehaves on a bus and his/her actions are recorded on a videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with Federal law.

## Morning Drop-Off Procedures

As always, our goal is student safety. We want to create the safest and most efficient way to drop-off your student. Please do not drop your student(s) off before 7:40 a.m. Please understand that our students' safety depends on parents and staff following these procedures.

### Option 1: Drop-off Lane (parents stay in the car)

Parents may drop off students using the drop-off lane located in front of the Kirk building. This lane is meant for drop off purposes ONLY. There is no parking at any time in this area. When dropping your child(ren) off, please follow these standard procedures for morning drop-off:

- Please be patient as we have many students who arrive to school by car.
- Please arrive on time. Students are allowed to go to their rooms at 7:45 a.m. **Please do not bring your child(ren) to Kirk before 7:40 a.m.**
- Double check for pedestrian traffic crossing the sidewalks or entering the drop off zone.
- Unload your child(ren) in the drop-off zone only.
- Have your child(ren) ready to exit the vehicle when you reach the unloading zone. Please stay in your car. Only children should exit the car.
- Once in the unloading zone, have your child(ren) exit your vehicle from the right side. If they need to exit on the left of your vehicle, please have them cross in front of your vehicle.
- At no time while in the drop-off lane should your car be unattended. This is not a parking zone.

### Option 2: Park and Enter

Parents who are entering the building may park in the designated parking lot only. Please do not park in the drop-off lane, as this will pose a major safety risk. If a car is parked in the drop-off lane, it forces other cars to have to back up with other students entering the drop-off lane.

- Please be patient as we have many students who arrive to school by car.
- If you do not have an appointment with a staff member, you will drop your student off inside the first set of front doors and then exit the building.
- If you have a **scheduled** appointment with a staff member, you must sign in at the office where an office member will check the scheduled appointment list. Please be prepared to show identification.

### EARLY Pick-up Procedures: (before 3:00)

Please park in the designated parking lot. Do not park in the drop-off lane.

- Early pick-ups disrupt classroom activities. Please do everything possible to schedule appointments so that your child's full day of learning is not interrupted.
- Please notify the Kirk office before you pick your child up. Either a phone call from the student's parent or sending a note with the student is acceptable.
- Report to Kirk's office to pick up your student. The office will call your student's classroom to have your child meet you in the office.
- Please note the attendance policy. The office will mark the time the student was picked up. This will show as a partial absence in your child's record.

### **Afternoon Pick-up Procedures:**

Please park in the parking lot. Do not park in the drop-off zone, as this poses a safety hazard to students who are exiting the building to walk to the busses as well as students who are entering the parking lot with their parents.

All end of the day pick-ups will be conducted as described below:

- Parents need to park in the designated parking lot. Please do not park in the drop-off zone as this creates safety issues.
- Parents will enter through the main entrance and form a line in the designated area.
- Parent will sign their child(ren) out, and a staff member will go retrieve that student from the cafeteria. If they are not listed on the emergency card, they will not be allowed to pick that student up. Parent must have picture identification.
- Please do not send in anyone who is not on the emergency pick up card. We will not release students to anyone who does not appear on their emergency card.

The doors for pick-up will open at 2:55.

### **VISITORS**

Visitors, particularly parents, are welcome at the Kirk Elementary School. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass, and they must be on the visitors list in advance. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

### **VOLUNTEERS**

A volunteer is a special person! Your reward is the smile of a child or teacher who says, "Thank-you." Research shows that parents involved in school activities have children who perform better in school. If a significant adult shows an interest in school activities, the child(ren) will see school as important, too. We invite you to get actively involved in school. There is no better way to know what is happening. Establish a partnership with your child(ren)'s teacher. Contact the classroom teacher, Kirk Parent-Teacher Organization, or principal to find out how you can be a volunteer at our school. All volunteers will be subject to a background check and must be approved by the district before volunteering.

**TOGETHER...WE CAN MAKE A DIFFERENCE!!!**

**MILLINGTON COMMUNITY SCHOOLS**

**APPENDIX /  
ADDITIONAL  
DISTRICT  
INFORMATION**

## 5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

### Notification

Notice of this policy will be **annually** circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, **confidentiality** will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

### Reporting

No later than May 30, 2015, the District shall submit to the Department of Education a copy of this Policy.

The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.



## Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

## Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy [5517](#) - Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

## **Non-Retaliation/False Reports**

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

## **Definitions**

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

**"Aggressive behavior"** is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

**"At School"** is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

**"Bullying"** is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;

- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

**"Intimidation/Menacing"** includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

**"Staff"** includes all school employees and Board members.

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

# When there are Problems at School

## Step 1: Take your question to the person closest to the problem

- No matter where the problem is, take your concern there first. Whether on the field, the bus, or in the classroom the fastest way to the solution is usually found with the staff members who are most directly involved.
- It is best to know your school personnel before a problem occurs. Know who your children's teachers, bus drivers and coaches are and know how to get in contact with them.
- If you must meet with a teacher, when you call to schedule an appointment, let the teacher know in advance what the nature of your concern is.
- The problem that you and your child face may be the result of an oversight or misunderstanding that can be easily corrected once it is brought to the attention of the staff member.
- Give that person a chance to fix the problem first
- *If the problem is not resolved...*

## Step 2: Take your concern to the next level.

- Within each building, the principal is responsible for the supervision of the staff. The Director of Transportation is responsible for the bus drivers. Each of these is an example of the next level that you should contact if your problem remains unresolved.
- In addition, note that they will be better able to help you if you let them know the steps that you have already taken to resolve the issue.
- However, since they will not have ready access to the information they may need, it will require additional time to help you.

*If the problem still is not resolved...*

### **Step 3: Talk with the Superintendent of Schools**

- Once you believe you have exhausted all efforts but still aren't satisfied, the superintendent is the next place to go.
- Please be aware that the superintendent wants to make sure your issue is resolved, but maintains a busy schedule with multiple appointments on his calendar. Because of this fact, a meeting with the Superintendent will most likely require some advance planning.

### **Step 4: Contact your School Board Members**

- School board members are elected to represent the interest of all students and parents.
- You should always feel free to express your opinion to them; however, they do not have authority for day to day school operations.
- Board members will always listen to your problems, but will generally send everyone through the proper channels.
- ***A board member should only be contacted ...***
  - ❖ After other means to solve the problem have been tried.
  - ❖ When procedures or policies are not enforced at all.
- ***A board member may take the following actions:***
  - ❖ Have an informal discussion with the superintendent.
  - ❖ Request a policy review by the Board
  - ❖ Propose new policies for consideration.

<b>INTEGRATED PEST MANAGEMENT PROGRAM</b>
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State of Michigan law requires that schools and day care centers that may apply pesticides on school or day care property must provide an annual advisory to parents or guardians of students attending the facility.

Please be advised that the Millington schools / day care center utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all suitable techniques in a total pest management system with the intent of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest

management techniques emphasize sanitation, pest exclusion, and biological controls. One of the objectives of using an IPM approach is to reduce or eliminate the need for chemical applications of pesticides. However, certain situations may require the need for pesticides to be utilized.

As required by State of Michigan law, you will receive advance notice regarding the non-emergency application of a pesticide such as an insecticide, fungicide or herbicide, other than a bait or gel formulation, that is made to the school or day care grounds or buildings during this school year. Please note that notification is not given for the use of sanitizers, germicides, disinfectants or anti-microbial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application.

Advance notification of pesticide applications, other than a bait or gel formulation, will be given by at least 2 methods. The first method will be by posting at the main entrance to the school / day-care center. The second method will be by the method(s) checked below:

- Posting in a public, common area of the school or day care center, other than an entrance. We will post in the bulletin board.
- E-mail.
- A telephone call by which direct contact is made with a parent or guardian of a student of the school / day-care center or a message is recorded on an answering machine.
- Providing the students of the school or children of the day-care center with a written notice to be delivered to their parents or guardians.
- Posting information on the school or day-care center's web site.

Please be advised that parents or guardians of children attending the school or day care center are entitled to receive the advance notice of a pesticide application, other than a bait or gel formulation, by first class United States mail postmarked at least 3 days before the pesticide application, if they so request. If you prefer to receive the notification by first class mail, please complete the attached form and return it to our office.

Please be advised that parents or guardians of children attending the school may review the school's Integrated Pest Management program and records of any pesticide application upon request.

Complete this form **ONLY** if you are requesting advance notification of a pesticide application by United States Postal Service first-class mail.

Please be advised that you **WILL** receive notice via the methods identified in the annual advisory notice and should only complete this form if you are also requesting notification by first-class mail.

If you are requesting prior notification of pesticide treatments conducted at this school or day care center, other than a bait or gel formulation, and you would like the notice to be delivered by United States Postal Service first-class mail, postmarked at least 3 days prior to the planned treatment, please complete the information on the following form and submit it to:

Millington Community Schools,  
8683 Gleason St.  
Millington, MI 48746  
Attn: James Simmons, Director of Operations

\*\*\*\*\*

**I wish to receive a prior notice of any pesticide application to the school or day care center by first-class mail.**

PARENT NAME: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

STREET ADDRESS: \_\_\_\_\_

CITY, ZIP \_\_\_\_\_

DAY PHONE # \_\_\_\_\_

**ANNUAL ASBESTOS HAZARD NOTIFICATION**

Millington Community Schools are required by 40 DFR 763.80 to have an asbestos management plan for each of our buildings within the school district. This is known as AHERA and our building have been inspected as required and the plans were submitted to the Dept. of Public Health, Asbestos Division.

One (1) copy of the plan is on file in the office of the Maintenance Coordinator at the Maintenance Office. These plans are available for review by any person that has an interest in such, during normal business hours. Personal copies of the plan will be duplicated within seven business days at the cost of fifteen (15) cents per page. Please contact the MCS Maintenance Office at 989-871-5250.

Notice to any outside contractors requiring admittance to the boiler room or tunnel areas where hazardous material may be located, you must sign "Notification of Potential Hazard" prior to entry.

Should any questions arise in regard to our AHERA Program, please contact the Asbestos Designated Person for our school at this office.

**PANDEMIC INFLUENZA AND YOU**

An influenza pandemic occurs when a new flu virus emerges among humans and spreads easily from person to person. Because the virus is new to humans, people have little or no immunity to it and the virus spreads worldwide. Droplets are spread by coughs and sneezing. These droplets are infectious in people from one day prior to the onset of symptoms to about five days after onset. This means it will spread very easily. It is not possible to predict with certainty when the next flu pandemic will occur or how severe it will be, but the time to plan is now.

***Flu terms defined:***

*Seasonal (or common) flu* is a respiratory illness that can be transmitted person to person. Most people have some immunity, and a vaccine is available.

*Avian Influenza (AI) or bird flu* is caused by influenza viruses that occur naturally among wild birds. Low pathogenic AI is common in birds and causes few problems. H5N1 is highly

pathogenic, deadly to domestic fowl, and can be transmitted from birds to humans. There is no human immunity and no vaccine available.

*Pandemic flu* is virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person to person. Currently, there is no pandemic flu.

***In a severe influenza pandemic:***

- Many people would become sick and would be unable to go to work or to public gatherings;
- Many others would have to stay at home to care for sick family members; and
- Many people would die.

As a result, businesses and schools might close, and basic services, including transportation and food delivery, may be disrupted. It is important that families and communities be prepared for an influenza pandemic and other easily transmitted diseases.

***You can take some simple steps NOW to prepare:***

- Wash your hands often with soap and water, especially after you cough or sneeze.
- If you are not near soap and water, use an alcohol-based hand sanitizer.
- Cover your nose and mouth with a tissue when you cough or sneeze. Immediately throw the tissue away in a closed wastebasket after using it.
- Cough or sneeze into your elbow if you don't have a tissue.
- Avoid close contact with people who are sick.
- When you are sick, keep your distance from others to protect them from getting sick too.
- If you get the flu, stay home from work, school and social gatherings. This will help prevent the spread of the flu.
- Try not to touch your eyes, nose or mouth. Viruses often spread this way.
- In a pandemic, following the instructions of public health officials will be crucial-and in some cases, the law.

***To plan for a pandemic:***

- ✓ Store a two week supply of water and food. During a pandemic, if you cannot get to a store, or if stores are out of supplies, it will be important for you to have extra supplies on hand. This can be useful in other types of emergencies, such as power outages and disasters.
- ✓ Periodically check your regular prescription drugs to ensure a continuous supply in your home.
- ✓ Have nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
- ✓ Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.
- ✓ Volunteer with local groups to prepare and assist with emergency response.
- ✓ Get involved in your community as it works to prepare for an influenza pandemic.

***Before an Emergency Happens***

An emergency can occur without warning, leaving little or no time for you and your family to plan. What would you do if basic services-water, gas, electricity or telephones-were cut off? Local officials and relief workers will be on the scene after a disaster, but they cannot reach everyone right away. It is necessary for you to learn about the things that you can do to be prepared, before an emergency occurs. Follow the steps listed below to create your family's disaster plan.

**Knowing what to do is your responsibility and your best protection.**

**4 Steps to Safety**

**1. Find out What Could Happen to You**

- Meet with household members and discuss the dangers of possible emergency events, including fire, severe weather, hazardous spills, terrorism or pandemic influenza.
- Learn about the community's warning signals: what it sounds like and what you should do when you hear it.



- Find out how to help elderly or disabled persons, if needed.
- Ask about animal care after a disaster. Animals may not be allowed inside emergency shelters due to health regulations.
- Find out about the disaster plans in your workplace, your children's school or daycare center, and other places where your family spends time.

## 2. **Create an Emergency Plan**

- Pick two places to meet:
  - 1- Outside your home in case of a sudden emergency, like a fire.
  - 2- Outside your neighborhood in case you can't return home.
- All family members must know their address and phone number.
- Choose an out-of-town or out-of state contact your family or household will call or email to check on each other should an emergency occur. Other family members should call this person and tell them where they are. Everyone must know your contact's phone number.
- Discuss what to do in an evacuation. Plan how to take care of your pets.

## 3. **Complete This Checklist**

- Post emergency telephone numbers by the phone (fire, police, and ambulance).
- Teach children how and when to call 911 for emergency help.
- Show each family member how and when to turn off the gas and electricity at the main switches.
- Check if you have adequate insurance coverage, with special attention to flood insurance.
- Teach each family member how to use the fire extinguisher (ABC type) and show them where it's kept.
- Install smoke detectors on each level of your home, especially near bedrooms.
- Stock emergency supplies and assemble an **Emergency Supply Kit**.
- Take a Red Cross first aid and CPR class.
- Find the safe spots in your home for each type of emergency.
- Determine the best escape routes from your home. Find two ways out of each room.

## 4. **Practice and Maintain Your Plan**

- Quiz your kids every six months so they remember what to do.
- Conduct regular fire and emergency evacuation drills.
- Replace stored water and food every six months.
- Test and recharge your fire extinguisher(s) according to manufacturer's instructions.
- Test your smoke detectors monthly and change the batteries twice each year when you change your clocks in the spring and fall.

By taking these steps, you will be better prepared for a pandemic and other emergencies.

For more information on how to protect yourself and your family, visit [pandemicflu.gov](http://pandemicflu.gov), [cdc.gov](http://cdc.gov), or call 1-800-232-4636 (CDC-INFO).

*Information provided by the Tuscola County Health Department 989-673-8114*

Sources of information: [pandemicflu.gov](http://pandemicflu.gov), [cdc.gov](http://cdc.gov), and the Emergency Management Division-Family Preparedness Guide