

TRI-CREEK SCHOOL CORPORATION

FACULTY HANDBOOK

TRI-CREEK SCHOOL CORPORATION

Administration Center
19290 Cline Ave.
Lowell, Indiana 46356
(219) 696-6661
Fax: (219) 696-2150
Office Hours: 7:00 a.m. – 4:30 p.m.

OAK HILL ELEMENTARY SCHOOL

425 South Nichols Street
Lowell, Indiana 46356
(219) 696-9285
Fax: (219) 690-2621
Student Day: 8:00 a.m. – 2:30 p.m.
Office Hours: 7:00 a.m. – 3:30 p.m.

LOWELL SENIOR HIGH SCHOOL

2051 East Commercial Avenue
Lowell, Indiana 46356
(219) 696-7733
Fax: (219) 696-0042
Student Day: 8:30 a.m. – 3:00 p.m.
Office Hours: 7:15 a.m. – 3:45 p.m.

THREE CREEKS ELEMENTARY SCHOOL

670 South Burr Street
Lowell, Indiana 46356
(219) 696-5740
Fax: (219) 696-3051
Student Day: 8:00 a.m. – 2:30 p.m.
Office Hours: 7:00 a.m. – 3:30 p.m.

LOWELL MIDDLE SCHOOL

19250 Cline Avenue
Lowell, Indiana 46356
(219) 696-7701
Fax: (219) 690-2620
Student Day: 8:15 a.m. – 2:45 p.m.
Office Hours: 7:00 a.m. – 4:00 p.m.

LAKE PRAIRIE ELEMENTARY SCHOOL

11601 West 181st Avenue
Lowell, Indiana 46356
(219) 696-7541
Fax: (219) 690-2616
Student Day: 8:00 a.m. – 2:30 p.m.
Office Hours: 7:00 a.m. – 3:30 p.m.

Table of Contents

INTRODUCTION	4
Mission Statement.....	4
Vision.....	4
Core Values	4
Absences.....	7
Accident and Injury Reports	8
Attendance Procedures.....	8
Building Access	8
Cafeteria	8
Calendar.....	9
Child Abuse/Neglect.....	9
Computer Lab.....	9
Computers, Networks, the Internet, and the Responsible Use Policy (RUP).....	9
Electronic Devices/Wireless Communication Devices.....	9
Social Media	10
Copyright Law	10
Discipline Guidelines.....	10
Dress	11
Drug Policy	11
Excusing Students From Class.....	11
Extracurricular Accounts	11
Faculty Meetings.....	12
Study Trips and Extracurricular Trips.....	12
Finances.....	15
Financial Procedures	15
Identification Badges.....	16
Internet Use By Students.....	16
Internet Use By All Tri-Creek Staff	16
Inventory	16
ILEARN, ISTEP+, and Achievement Testing	16
Media Center	17
Medication.....	17
Non-Smoking Policy	17
Personal Business Requests.....	17
Pledge of Allegiance	18
Professional Visitations	18
Programs and Special Presentations	18
Progress and Grade Reporting	18
Room Condition	19
Sales and Fundraising	19
School Activities — Faculty Assistance	20
School Day	20
School Equipment	21
School Safety, Emergency, and Disaster Procedures.....	21
Sexual Harassment	21

Special Education.....	22
Staff-Student Relations.....	22
Suicide Referrals.....	22
Supplies.....	23
Teacher Evaluation.....	24
Teacher Obligations Under the Law.....	24
Reassignment/Transfer.....	24
Telephone Usage.....	25
Temporary Change of Class Location.....	25
Textbook and Equipment Checkout and Damage.....	25
Threat Assessment.....	26
Transportation.....	27
Video Surveillance.....	28
Visitors.....	28
Automotive Technology: Shop Policy.....	28
Volunteers.....	29
Withdrawal of Student.....	29
Work Order Procedures.....	29
Workplace Behavior.....	29
Building-Specific Expectations.....	30
Syllabus and Classroom Behavior Management Plan — Lowell High School.....	30
Parent-Teacher Conferences.....	30
Permanent Records Review — Elementary.....	31
Student Retention — Grades K-8.....	31
Playground Guidelines.....	31
Dance Regulations — Lowell High School.....	32
Dance Regulations — Lowell Middle School.....	32
Student Assistants — Grades 6-12.....	32
Middle School and High School Supervision Guidelines.....	32
Appendix A Model Plan for the Use of Seclusion and Physical Restraint of Students:.....	35
Appendix B Tri-Creek School Corporation Evaluation Plan.....	40
Appendix C Guidelines for eLearning Days.....	46

FACULTY HANDBOOK

Tri-Creek School Corporation

INTRODUCTION

The Tri-Creek School Corporation Faculty Handbook provides a summary of the key points of Tri-Creek School Corporation School Board Policy that apply to faculty. The Board Policy Manual should be consulted for the full text of a particular policy. If the provisions of the handbook contradict board policy, the board policy prevails.

Mission Statement

The Tri-Creek School Corporation and Community ... Engaged to Learn ... Equipped to Achieve ... Empowered to Succeed

Vision

Tri-Creek School Corporation students, faculty, and staff are inspired to engage in a rigorous and safe learning environment leading to both fulfillment and high student achievement. Students, faculty, staff, and community members **engage** collaboratively to ensure that all stakeholders are **equipped** with the support, opportunities, and resources to assure personal and professional growth. Tri-Creek School Corporation students are **empowered** as self-motivated learners to thrive in an ever-changing world.

Core Values

The Tri-Creek School Corporation inspires, equips, and empowers all learners through:

1. High student achievement with connections to careers and college
2. Positive, respectful relationships based on integrity, honesty, and responsibility
3. Accurate, timely, and transparent communication
4. A rigorous and relevant student centered education
5. A collaborative and accountable culture
6. A safe and engaging learning environment
7. Continuous growth and learning for all
8. Innovative and research based, data driven practices
9. Student experiences enhanced through partnerships and technology

Non-Discrimination Policy:

It is the policy of Tri-Creek School Corporation not to discriminate on the basis of age, race, color, national origin, ancestry, religion, creed, size, sex, or handicap in its educational programs or employment policies as required by the Indiana Civil Rights Acts, IC 22-9-1, IC 20-8.1-2, Title VI and VII of the Civil Rights Act of 1964, The Equal Pay Act of 1973, Title IX (1972 Educational Amendments), and Section 504 of the Rehabilitation Act of 1973.

Inquiries regarding compliance with Title IX should be directed to:

Mrs. Dana Bogathy, Business Manager (Faculty and Staff)
Mr. Kevin Deal, Director of Curriculum, Instruction, and Assessment (Students)
Tri-Creek School Corporation
19290 Cline Avenue
Lowell, Indiana 46356

Inquiries regarding Section 504 should be directed to:

Mrs. Dana Bogathy, Business Manager (Faculty and Staff)
Mr. Kevin Deal, Director of Curriculum, Instruction, and Assessment (Students)
Tri-Creek School Corporation
19290 Cline Avenue
Lowell, Indiana 46356

or:

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-1100

If you suspect that a child has a disability (emotional, mental, or physical) and does not receive special education services, contact the building principal or Mr. Kevin Deal.

Purpose of the Handbook

This handbook has been prepared to give employees general information about personnel policies, procedures, and other information pertaining to employment with Tri-Creek School Corporation. When a change in a policy or practice occurs, employees will receive updated information for the handbook.

This handbook replaces all previous handbooks, practices, procedures, or policies, either written or unwritten, which have previously been in effect. To assure that every employee is aware of any revisions and has received the most recent version of this handbook, employees will be asked to complete a *handbook acknowledgement form* confirming receipt of the newest version.

Designed as a communication tool for all employees, the materials in this handbook do not necessarily cover every situation or question that may arise, but attempts to address day-to-day information of general applicability to everyone. The Tri-Creek School Corporation superintendent and/or Board of Trustees reserve the right to make changes at any time, with or without notice, and to interpret these policies and procedures at the discretion of the superintendent.

Communication is one of the most important tools we have for being successful in the workplace, and Tri-Creek School Corporation wants to make sure that employees have every opportunity to discuss workplace ideas and concerns. In order to make sure that communication flows in the proper direction, employees should always talk with their immediate supervisor before taking a concern to someone else within the organization. Good communication must start there. If, for some reason, an employee is not comfortable addressing the concern with his/her supervisor, he/she is encouraged to schedule a meeting with the business manager located at the Administration Center.

Final interpretation and implementation of any of the statements in this handbook are vested solely with the superintendent who reserves the right to use discretion in determining the best course of action in any given situation. Therefore, employees should not interpret any written or verbal statement or promise by a co-worker, supervisor, or anyone other than the superintendent as a change in the contents of this handbook.

This handbook is not intended to create a contractual relationship with anyone employed by the Board of School Trustees of Tri-Creek School Corporation. Further, no representative of Tri-Creek School Corporation, other than the superintendent has the authority to enter into an agreement of employment for any specified period of time or to make any agreement contrary to the foregoing. This handbook is considered an official statement of the school district policy, not a contract with the school district, and is subject to change.

Absences

Teachers:

1. Illness: Tri-Creek School Corporation utilizes the Aesop system for managing teacher absences and placing substitutes into teaching positions. Please follow the directions provided to you by your building administrator. Call offs are expected during designated times.
2. Teachers should maintain one week of lesson plans, which must be available for substitute teachers by Monday morning. Additional directions and information for substitutes must be available in a substitute folder, which can be easily accessed when a substitute enters the classroom. LESSON PLANS WILL NOT BE ACCEPTED OVER THE TELEPHONE. However, plans may be emailed before 7:30 a.m. to the building principal or his/her designee with a copy emailed to the building secretary.
3. Other Absences: Personal leave should be applied for in writing at least two (2) school days before the leave is to occur. For bereavement leave, a written notice must be submitted to the building principal at least 24 hours prior to the day the leave is to occur. An application for a maternity leave shall be submitted to the Board through the superintendent thirty (30) days prior to the start of the leave. The building secretary will handle personal business, professional visitation requests, and absence reports.
4. Substitute Folder: All teachers should maintain a current substitute folder. Please notify the main office within two weeks of the start of school each year of the location of your substitute folder. Your folder should include the following information:
 - A. Lesson plans;
 - B. Emergency lesson plans;
 - C. Schedule;
 - D. Class rosters;
 - E. Seating charts;
 - F. Special instructions on students;
 - G. Information of supervision responsibilities;
 - H. Medical instructions on specific students;
 - I. Student/class discipline information; and
 - J. Location of the following information:
 - 1) Fire drill, tornado drill, and lockdown drill instructions; and
 - 2) Information regarding the Crisis Plan.
5. Long-term Substitutes: Long-term substitutes who work fifteen (15) consecutive days will receive retroactive pay of the teacher daily rate after they work the 15th day. For the first fifteen (15) days, the individual will receive sub pay. This substitute will not receive a contract until the regular teacher whom he/she is replacing has used up all of his/her paid time off. This time varies depending on the amount of

paid time off the regular teacher has accumulated in addition to doctor release information.

A long-term substitute who completes the fifteen (15) consecutive days but is waiting on the regular teacher to finish his/her paid time off does not have a contract or benefits—only the teacher daily rate pay. In this situation, if the long-term substitute takes a day off, he/she resets his/her time in and is required to work an additional fifteen (15) days at his/her substitute daily rate before receiving his/her retroactive teacher daily rate again.

Accident and Injury Reports

All accidents and injuries must be reported on the current accident form. Student and staff accident forms are available in the office and online at the Tri-Creek web site under Forms on the Staff page. Forms must be filled out by the school nurse or supervisor in charge as soon as possible on the day of the accident or injury. A copy is to be sent to the Administration Center to the attention of the Business Department by the following day. Please be as accurate as possible in completing the forms. All questions must be answered. If a question is non-applicable, write N/A on the line for that question. When the form is completed, please return it to the office for building administrative review and signature. Employee treatment must be through Working Well in Crown Point (I-65 and 231).

Attendance Procedures

Teachers are required to record daily attendance as follows:

- First hour only using the Skyward system at all buildings.
- Hourly through Skyward at the high school and middle school. All attendance must be completed within the first ten minutes of the start of class.
 - Teachers are required to record tardies period by period at the high school and middle school using the Skyward system.

Building Access

Teachers may have access to their classrooms for classroom prep from 6:00 a.m. to 10:00 p.m. during the school year as well as two weeks prior to the start of the school year and two weeks after the end of the school year.

At no time shall faculty or staff give access of their keys, proximity cards, or PIN numbers to students or other staff members. It is the responsibility of all staff members, including coaches, to keep their school keys, proximity cards, and PIN numbers secure. If a staff member should lose his/her keys or proximity card, the staff member must immediately report the loss to a building administrator.

Cafeteria

The school cafeteria uses a prepaid computerized lunch accounting system called MealTime. Each child has his/her own account in which to deposit money for meals. Staff members will have accounts also. Staff members may access their MealTime accounts through the Tri-Creek web site to deposit money into their accounts.

Calendar

A master calendar of all events at each school is kept in the office and may be found on the Tri-Creek web site. If you have an event that you would like on this calendar, please schedule it with the main office personnel. Do not schedule events without first viewing the master calendar.

Child Abuse/Neglect

All faculty and staff have a legal duty to report child abuse, child exploitation, and child pornography as required by the Child Abuse/Neglect Statute at IC 31-33-5-4, which makes it a Class B misdemeanor for a school employee to fail to make an immediate report to law enforcement or child services. If you suspect a child is being mistreated or neglected and is in need of services, contact the appropriate agency immediately. You may consult the Tri-Creek School Corporation Policy Manual, and call the Administration Center at 696-6661.

Computer Lab

Computer lab activities are an extension of the curriculum, and class time in the computer lab is considered instructional time. Classroom teachers are responsible for instruction and supervision in the lab.

Computers, Networks, the Internet, and the Responsible Use Policy (RUP)

Tri-Creek School Corporation adheres to a set of Internet and computer use rules known as the Responsible Use Policy, also referred to as the RUP. It is a complete set of rules, policies, hints, and guidelines designed to help maintain successful instructional use of computers in school and at home. Teachers must sign and are responsible to know, understand, and follow the RUP, and they must require students to do so as well. The complete RUP is available on the Tri-Creek School Corporation web site. No student should be allowed to use the Internet without a parental signature indicating the approval of the parent/guardian on a Student Responsible Use Policy permission form.

The purpose of the corporation and individual school social media and web sites is to inform parents/guardians, students, and the community of all relevant school information. Social media and web sites are an instructional tool and may be utilized by students, parents/guardians, teachers, administrators, staff, alumni, and the community.

District and state privacy laws prevent the posting of any student's name, photograph, school work, or any individually identifiable information, etc., without a release form signed by both the student and his/her parents/guardians.

Electronic Devices/Wireless Communication Devices

Teachers will be allowed to use their discretion in the use of electronic devices for educational purposes in their classrooms. Electronic devices should not be confiscated by the teacher unless it is a disruption to the educational process. A student who is uncooperative or disrespectful should be dealt with according to the teacher's classroom management plan. If a student continues in a disrespectful manner, the student should be referred to an administrator. Tri-Creek School Corporation is not responsible for the loss of, damage to, or theft of electronic devices.

Social Media

Use of social media, such as Twitter, is growing more and more prevalent in K-12 education. Not only is the use of social media becoming prevalent between teachers in Professional Learning Networks, but also between teachers and students. At Tri-Creek, we see the value in the use of social media in our corporation. Anytime there is an interaction between an adult and a student, we do need to make sure that we follow some guidelines for safe interactions. As such, please refer to the Tri-Creek School Corporation Social Media Guidelines as documented on the Tri-Creek School Corporation web site under Human Resources in the Forms and Notices section. These guidelines will help ensure the safety and security of both staff and students when interacting and communicating online via social media.

Copyright Law

The federal copyright law, Title 17, United States Code, Public Law 94-553, 90 Stat. 2541 covers all forms of expression that are put down in some type of concrete form. Videos fall into this category. The U.S. copyright law confers the following five rights on the creator of a copyrighted work (written or electronic):

- Adaptation or creation of derivative works;
- Reproduction (making copies);
- Distribution of copies by sale, gift, rental, lease, or lending;
- *Public performance of the work; and
- Public display.

*NOTE: Showing videos to a group of children constitutes a “public performance” and is typically illegal. However, the following fair use guidelines give latitude to teachers within the parameters explained below.

Educational Exemption:

The Educational Exemption, also called the “face-to-face teaching exemption,” is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie to be considered an “Educational Exemption,” all of the following criteria must be met:

- A teacher or instructor is present.
- The showing takes place in a classroom setting with only the enrolled students attending.
- The movie is used as an essential part of the core, required curriculum being taught. (The instructor should be able to prove how the use of the motion picture contributes to the overall required course study and syllabus.)
- The movie being used is a legitimate copy, not taped from a legitimate copy or taped from TV.

In other words, teachers may indeed use videos, including commercially produced movies, if **all four** of these conditions are met. For additional information, please refer to the Tri-Creek School Corporation Policy Manual and Building Administrative Procedures.

Discipline Guidelines

Except in emergencies, students should not be sent unannounced or unaccompanied to the office for discipline. School procedures for discipline referrals should be followed first.

Student discipline procedures are unique to each building. Please refer to the Tri-Creek School Corporation Student Handbook.

Model Plan for the Use of Seclusion and Physical Restraint of Students:

It is the intent of the Tri-Creek School Corporation Board of School Trustees and administration to provide a safe and healthy environment in which students can learn, develop, and participate in instructional programs that promote high levels of academic achievement.

The purpose of the Tri-Creek School Corporation Model Plan for Seclusion and Physical Restraint is to ensure that all students are safe in school. In that regard, our behavioral interventions are designed to ensure a student's right to be treated with dignity and respect, and to be free from abuse. The Tri-Creek School Corporation Model Plan for Seclusion and Physical Restraint has been developed to ensure compliance with IC 20-20-40-13 as well as the new Indiana proposed rules for seclusion and restraint.

Please see [Appendix A](#) at the end of this handbook for the complete plan.

Dress

Dress and appearance are important to a teacher's image. Professional dress is required, unless the principal designates a spirit or special occasion day. Professional dress means the following: (1) men's shirts should have collars, (2) no jeans or t-shirts (unless on a principal-designated "jeans day"), and (3) no shorts. Exceptions for career and technical (CTE) and physical education teachers may be made by the building principal.

Drug Policy

All employees are expected to sign and follow the Tri-Creek Drug-Free Workplace policy, which may be found on the Tri-Creek web site.

Excusing Students From Class

Class time is important for students. Each teacher is responsible for the students assigned to him/her. Therefore, students should not be permitted to leave class except in an emergency or when prior arrangements have been made and approved. Students are not to be excused from class to work on extracurricular activities or to make telephone calls. If a student is ill, he/she is not permitted to use the telephone in the classroom or to use his/her cell phone to call home. If a student is ill, the school nurse will contact the parent/guardian. If a student is being sent to the nurse with a severe medical condition (e.g., head injury, asthma, or diabetes), the student should be accompanied by an adult teacher's representative, and the nurse will be called. If at all possible, students are not to be excused to go to the restroom.

Extracurricular Accounts

Monetary proceeds from extracurricular activities (ECA) should be safeguarded and prepared for deposit with the ECA treasurer under the supervision of the faculty member or sponsor who is responsible for the particular activity or activities. Proceeds must be counted and recorded on Form SA-8 (Summary Collection Form). The law provides that no money shall be transferred from the fund of any organization, class, or activity except by a majority vote of its members, if any, and by the approval of the principal, sponsor, and treasurer of the organization, class, or activity. In the case of athletic funds, the athletic director, who shall be considered the sponsor, shall approve the transfer.

Payments may be made only upon approval by the principal of the school and by the faculty or sponsor of the club or activity. As a method of internal control, it is recommended that the appointed treasurer be someone other than the principal of the school, so that the principal may countersign all extracurricular checks as a means of showing approval of the expenditure.

Activities and organizations which are not extracurricular in nature (PTO, Band Boosters, and Athletic Boosters) are responsible for their own accounting and cash handling systems. The extracurricular treasurer will not collect, receipt, remit, or disburse funds for any outside organization.

Faculty Meetings

Faculty meetings will be held regularly throughout the school year. The agenda for each meeting will be created cooperatively by the administration and faculty. Agenda items should be given to the principal by 3:00 p.m. the Monday prior to the next regularly scheduled faculty meeting. **Attendance is required of all faculty members.** Please plan on approximately one-hour meetings beyond contract time. Teachers should not make other commitments during the times of these meetings.

At the high school, one male coach and one female coach will be excused to supervise all athletes until the meeting concludes. The athletic director will specify which coaches will be supervisors. Coaches involved in contests after school are excused.

A list of meetings scheduled for each building is included in the information pertinent to individual schools.

Study Trips and Extracurricular Trips

Study trips provide an excellent opportunity for meaningful educational and social development. When students leave the confines of the school, however, different concerns for their safety and well-being come to light. Classes and clubs requesting authorization for educational or recreational study trips shall adhere to the following guidelines:

1. **Study trip requests must be made at least two weeks in advance of the scheduled activity using Ed Automate software.** Trips will be limited to two per class per year and should support district and state standards. The district allows only a limited number of buses out on any particular day. If you anticipate several requests for trips, such as plays or the symphony, please call in your bus request before doing the paperwork. Forms are available in the main office.
2. **No study trips will be approved during the last two weeks of school.**
3. Tri-Creek School Corporation buses are available for study trips between 8:15 a.m. and 2:00 p.m.
4. The student-to-faculty chaperone ratio on study trips shall be no greater than 50:1. The total student-to-adult chaperone ratio (faculty and adult chaperones) shall be no greater than 25:1 (exclusive of bus drivers). For study trips that involve an overnight stay, the student-to-adult ratio shall be no greater than 5:1 with the number of male and female chaperones reflecting the ratio of male to female students. Non-faculty adult chaperones must be over 25 years of age, must present a current limited criminal history, and will be screened and approved by the administration. Preference will be given to parents of students on the trip.

5. The transportation modes in order of preference are (a) corporation school bus, (b) chartered bus, (c) other licensed public transportation. Under no circumstances will students be allowed to drive cars transporting other students.
6. An automated email will be sent to the team member(s) to verify that the study trip has been approved, and the buses have been scheduled. If you do not receive this verification, buses have not been scheduled to arrive at your building. Accommodations cannot be made to rectify this situation the morning of the study trip.
7. All study trip money should go through the school accounting. Pick up needed expense checks on the morning of the trip.
8. Be sure to indicate on the request form if there is a fee for chaperones. The teacher should calculate the cost and turn in the form to the principal or his/her designee. All transportation-related fees are to be included in the cost of the trip.
9. A list of the students participating in the study trip should be sent to all applicable faculty at least one week ahead of the study trip.
10. On the day of the study trip, after taking attendance, send the updated list from Skyward of students who are participating in the study trip to the transportation department. The teacher in charge should take a copy on the bus.
11. In the event of inclement weather and the study trip is cancelled, the school does not assume responsibility for the refund of any fees associated with the study trip.
12. **Review expected bus behavior with students and chaperones prior to boarding the bus. Seat chaperones evenly throughout the bus. Be prepared with directions to the destination and for special parking arrangements.**

Overnight and Extended Study Trips:

All requests for overnight or extended study trips by classes or clubs will be made to the principal or his/her designee ***two (2) months prior to the trip***. Consideration will be given to the educational and developmental merits of the trip and the well-being of the students. Approval of the study trip, in part, depends on the availability of bus transportation. Final authorization is provided by the superintendent and Board of School Trustees.

1. The student-to-adult chaperone ratio shall be no greater than 5:1 with the number of male and female chaperones reflecting the ratio of male to female students.
2. Non-faculty adult chaperones must be over 25 years of age, must present a current limited criminal history, and will be screened and approved by the administration.
3. Student behavior expectations will be articulated in a behavior contract that will be signed by students and parents/guardians. The contract will define the consequences for inappropriate behaviors and the possibility of discipline procedures which the students might face when they return to school.
4. Students and parents/guardians will be informed in writing that the rules in the Tri-Creek School Corporation Student Handbook apply during overnight study trips.

Foreign-Travel Study Trips:

All requests for foreign-travel study trips will be made to the principal or his/her designee ***one (1) year prior to the trip.*** The written application must include the following information:

1. The destination;
2. The address and telephone number of the company that organizes/sponsors the trip;
3. Dates of the trip;
4. The name of the group that will be involved (class, club, etc.);
5. A tentative itinerary;
6. Cost to each student including what that cost covers;
7. List of faculty and pre-approved chaperones;
8. Approximate number of students who will participate;
9. A description of how the trip will complement class curriculum; and
10. If the trip is during school time, specify what class time will be missed.

Once the application has been approved by the principal or his/her designee, the above information will be sent to the superintendent and Board of School Trustees for approval. After the trip has been approved by the superintendent and Board of School Trustees, the trip sponsors will provide the following information to the principal and the superintendent no later than ***one (1) month prior to departure:***

1. Finalized itinerary;
2. An alphabetized list of students, permission slips, telephone tree, cell phone numbers, email addresses, and names and addresses of sponsors and chaperones;
3. A list of adaptations that have been made for students who have special needs;
4. Behavior contracts signed by students, parents/guardians, teachers, and chaperones;
5. Flight and other transportation numbers and departure and arrival times; and
6. Any other information requested or deemed necessary and important.

Parent/Guardian Permission:

A parent/guardian-signed permission slip must be on file for each student participating. The slip is to include the following information:

1. The dates and times of departure and arrival;
2. The destination and specific mode of transportation;
3. The nature of the trip and the activities in which the student will be involved;
4. A statement indicating that the trip is not mandatory, and students participate in the activity at their own risk;
5. The portion of the trip to be paid by the student and by the organization or department;
6. A listing of any rules of behavior for the trip; and

7. Signature of parent/guardian.

The above information is to be contained on a form acceptable to the school corporation. For foreign-travel study trips, students and parents/guardians will sign permission slips for the trip to and from the airport.

General Guidelines:

1. The student-to-adult chaperone ratio shall be no greater than 5:1 with the number of male and female chaperones reflecting the ratio of male to female students, if possible.
2. Non-faculty adult chaperones must be over 25 years of age, must present a current expanded criminal history, and will be screened and approved by the administration.
3. Student behavior expectations will be articulated in a behavior contract that will be signed by each student and his/her parents/guardians. The contract will define the consequences for inappropriate behaviors and the possibility of discipline procedures which the students might face when they return to school.
4. Students and parents/guardians will be informed in writing that the rules in the Tri-Creek School Corporation Student Handbook apply during foreign-travel study trips.

Participation:

Students participating in study trips are limited to members in good standing for club-sponsored trips and students currently enrolled for class-sponsored trips. In all cases, students taking the trip must be in good standing in the school. **Good standing is determined by the principal – see student handbook for additional information.**

Finances

All money for school projects, study trips, fundraisers, and other activities shall be collected, counted, and recorded on the prescribed State Board of Accounts Form SA-8 (Summary Collection Form) and turned in to the ECA treasurer by the classroom teacher before the end of each day. DO NOT leave money in your classroom at any time!

Financial Procedures

District Purchase Orders:

A Tri-Creek School Corporation purchase order is prescribed by the State Board of Accounts for placing of orders for school supplies, materials, goods, and equipment. After consultation with the principal or his/her designee, teachers are to submit to the building treasurer a list of items they need to purchase. The treasurer will process a requisition for the principal's approval. After the principal's approval, the business manager will then consider and approve the requisition based on the availability of funds, at which time a purchase order will be generated. **Caution** – Teachers and staff are not to violate the purchase order process by purchasing merchandise and submitting a bill for reimbursement.

Student Fees:

The assignment of student fees should be reviewed by each team leader for accuracy by April 1 and finalized to the principal by May 1 of each year. All student fees must be approved by the Board of School Trustees. All supplemental fees must be supported by a

written rationale which includes details and/or calculations indicating how the fee is determined. The principal is responsible to see that the rationale is submitted to the business manager by May 15 of each year.

School District Supply Accounts:

Each school is allotted resources for the purchase of office, instructional, custodial, and maintenance supplies, also known as operational supplies. Purchase of instructional and office supplies is based on approval of requisitions by the building principal and the business manager. See "District Purchase Orders" above.

Student Supplemental Fee Accounts:

Each school is allotted resources for the purchase of student supplemental materials and services. Approval of expenditures from fee accounts is based on the approved rationale provided by the principal. See "Student Fees" above.

Identification Badges

Identification cards with photographs are issued to all Tri-Creek employees. Faculty and staff are to visibly display their identification cards during normal school hours and at special events as required. Identification/proximity cards are issued to faculty/staff that need access to Tri-Creek facilities in lieu of keys.

Damaged or lost identification/proximity cards are to be reported and replaced right away. The charge to replace standard identification cards is \$5.00. The charge to replace identification/proximity cards is \$25.00.

Internet Use By Students

Students who violate policy may have Internet access terminated.

Internet Use By All Tri-Creek Staff

Annually, all Tri-Creek School Corporation staff must read, sign, and abide by the Internet Responsible Use Policy. Staff should refrain from storing large files on school computers. Such files or documents should be stored on outside media.

Inventory

Instructional materials inventory sheets are due to the principal at the end of each school year.

Technology and classroom fixed inventory sheets require classroom teacher signatures at the beginning and end of the school year per state regulations. Building technology/custodial staff members will provide an initial inventory sheet at the beginning of the year. Teachers are to confirm the information on the inventory sheet and sign off. At the end of the school year, the inventory sheet will be given back to teachers to check, update as needed, and initial. This inventory sheet will be signed off on by the building principal and technology/custodial departments during a final count of inventory.

ILEARN, ISTEP+, and Achievement Testing

All students in grades 3-8 will complete the ILEARN as required by Indiana law. High school students will take ISTEP+ and ILEARN Biology depending on their grade level. In addition,

all students will participate in any other local or standardized testing deemed essential as determined by the state and administration.

Media Center

Media centers are for the use of our students and teachers.

A replacement fee is charged for books or magazines that are damaged or lost.

Please remember to consult the "Student Guide to the Media Center" to find out about all the services the media professionals offer and how to take advantage of those services.

Medication

1. No medication shall be given or dispensed unless the nurse's office has on file medication authorization signed by a doctor and the student's parent/guardian. For prescription medication, the physician's name, prescription number, and directions to dispense must also be provided. Without such statements, it will be necessary for the parent/guardian to bring the medication to school and administer it.
2. Teachers and assistants should not dispense medication to students unless they have been trained to do so by the school nurse.
3. Any medications kept on the school premises are the responsibility of the building principal. Medications will be kept in a locked cabinet in the nurse's office.
4. **No medication (except for authorized inhalers and Epi-pens) may be transported to or from any school by students riding Tri-Creek buses.**
5. **At the end of the school year, all unused medications shall be returned to parents/guardians. Any medications left at the school shall be transported in a safe container and relinquished to the head nurse at Lowell High School for appropriate disposal.**

Non-Smoking Policy

Smoking or the use of tobacco products is not permitted in any Tri-Creek School Corporation building or on school grounds at any time. This ban includes school-owned or contracted vehicles. A staff member may not smoke in his/her personal vehicle if that vehicle is parked on school property. Smoking or the use of tobacco products is not permitted in the outdoor bleachers or under the bleachers at any time.

Personal Business Requests

1. Requests for personal leave days must be made on Personal Business Request forms.
2. Requests for personal leave days must be made in duplicate and submitted to the principal's secretary.
3. The request will then be signed by the principal and sent to the Administration Center for approval.
4. A copy of the approved request will be put in your mailbox.
5. Substitute coverage for Personal Business absences will be processed via Aesop.
6. Personal business requests should be made **at least two days** in advance.

7. Tri-Creek teachers who request time off to provide outside services for payment or who request time off to participate in activities that are not the direct request or requirement of the district must use a personal business day, not a professional visitation day.

Pledge of Allegiance

State and federal law require that there be a procedure in each classroom to allow for the Pledge of Allegiance to the flag. The law also requires a moment of silence. The Tri-Creek schools will provide a ten-second moment of silence for reflection.

Professional Visitations

Employees requesting professional visitations should complete and sign the Professional Visitation Request form and obtain principal approval at least two (2) weeks prior to the conference. Receipts must be attached to the white claim form before reimbursement can be made. Claims are approved at the first board meeting of each month. Tri-Creek teachers who request time off to provide outside services for payment or who request time off to participate in activities that are not the direct request or requirement of the district must use a personal business day, not a professional visitation day.

Programs and Special Presentations

If a class or grade level is providing a program or public performance, the teacher in charge must complete work orders for technology or other special equipment. Directions for completing these service requests may be found on the district web site under the "Staff" link, "Service Requests." **Inform the principal or school office staff of program times and locations and expected guest speakers.**

Please schedule special events so that parents/guardians have cleared the parking areas before dismissal. Provide parents/guardians with parking directions before all functions.

Progress and Grade Reporting

Skyward is the official electronic teacher productivity tool for recording grades and reporting student progress. K-5 teachers are required to enter grades at least every two (2) weeks. At the middle school and high school, grades are updated every two (2) weeks in Echo. These grades will be transferred to Skyward for progress reports and report cards. Entering grades more frequently is highly recommended to keep parents well informed. Grade reporting processes and procedures for all levels are outlined below.

Progress Reports:

All parents will receive an email to log in to the student management system to review student progress.

Report Cards:

Report cards will be issued at the end of all nine-week grading periods based on the school calendar designated dates. Parents can access report cards via the Skyward Parent Portal.

Parent/Guardian Request:

When students are struggling, parents/guardians may request additional reports by contacting the principal or teacher.

Room Condition

The school staff influences how students perceive their environment. Teachers should establish patterns for cleanliness in their rooms. The students should be expected to help keep the halls, restrooms, lockers, eating areas, and playgrounds clean. Please establish guidelines for the students to live by while at school. Coats, boots, and other clothing items should be kept in the lockers. Students are expected to keep their desks and desktops clean. **At the end of the school day, paper and other items should be removed from the floor, windows and doors should be locked, lights and computers should be turned off, and chairs should be placed atop desks or as directed by the principal.**

Please help preserve the beauty of our schools by adhering to the following guidelines:

1. Do not attach items to the drywall, lockers, chalkboard, white boards, or any windows, including windows in doors.
2. When putting things up in the school buildings, only 3M-brand removal products are acceptable.
3. Do not use nails.
4. When removing staples, please do not let them drop on the floor. The staples can break the vacuum cleaners.
5. Do not use sticky paper (contact style) on the front of desks, on the wooden doors, or on cabinets.
6. Sticky putty and wax clips should not be used on drywall surfaces.

Sales and Fundraising

1. Forms need to be filled out in duplicate, and all fundraisers need to be scheduled six (6) weeks prior to the beginning of the fundraiser. Once you have completed the forms, return them to the principal or assistant principal. The forms will be signed and sent to the Administration Center for approval. Approved forms will be returned to you.
2. Food-based fundraisers must adhere to specific guidelines. Check with your principal.
3. No materials of any type are to be purchased or sold to or for students or to others unless authorized by the principal or assistant principal. All fundraising activities must be approved **four (4) weeks in advance**. There will be no solicitation of funds in the building without prior approval. This includes the sale of any items by clubs, organizations, athletic teams, or individuals.
4. A teacher is not to be out of his/her classroom for the purpose of a conference with a salesman or vendor.
5. Funds must be submitted to the treasurer, pre-wrapped and counted.
6. At the end of the fundraiser, you will need to fill out the bottom part of the form, which is a profit and loss statement, and turn it in to the treasurer for his/her signature.

School Activities — Faculty Assistance

All faculty members are asked to assist with supervising extracurricular activities. Student clubs and organizations will be granted the privilege of sponsoring events throughout the year. Club or organization sponsors are responsible for making certain that all the arrangements for the event have been made. They must provide the chaperones, arrange to have change available, and provide for music, if it is required. Teachers should keep a close check on the school calendar for scheduled events requiring their participation. Do not wait until the last day to plan an event. Do not hesitate to fully involve the students since these events are for their benefit. All student activities must conclude by 11:00 p.m.

Extracurricular Trip Guidelines:

Transportation will be arranged by the office using the study trip guidelines listed on page 12.

1. Have an accurate count of the students on each bus prior to departure.
2. Accepted rules of behavior for Tri-Creek students are in effect on board the buses.
3. Students riding buses to events must also return on the bus. Occasionally, however, parents/guardians will want to bring their child home with them. Parents/guardians must contact the trip sponsor personally before this is permitted and sign the transportation release form.
4. Trip sponsors should make certain all students are back on the bus before departing for home.
5. Trip sponsors are expected to supervise assigned Tri-Creek students during the event. This includes supervision on the bus.
6. Violators of any school rules or regulations at away events should be corrected on the spot by the trip sponsor. Names of students who violate rules should be turned into the office along with the nature of the violation.

School Day

1. High school teachers must report to school by 7:45 a.m. Their day ends at 3:15 p.m.
Middle school teachers must report to school by 7:45 a.m. Their day ends at 3:15 p.m.
Elementary school teachers must report to school by 7:45 a.m. Their day ends at 3:15 p.m.
2. Teachers are to be in the hallway near their classroom entrances before school begins and remain there until the halls are clear.
3. Teachers are to remain in their classrooms ten minutes after the students have been dismissed unless scheduled for supervision.
4. On Fridays or days preceding holidays or vacations, teachers may leave five minutes after student dismissal.
5. If staff members leave for lunch, they should notify the secretary before they leave and should leave information as to where they may be reached in case of an emergency.

6. Plan time is to be used for conferences, the planning of instruction, collaboration, data team meetings, or other school-related events. Plan time is not to be used for personal errands, exercising, etc. Teachers are, generally, to remain in the building during planning time.

School Equipment

No item of Corporation-owned equipment shall be loaned for noncorporation-school use off school property. If equipment is required for the use of those granted permission to use Corporation facilities, it may be loaned in accordance with School Board policy on the use of school facilities.

School Safety, Emergency, and Disaster Procedures

Fire drills will be held at least once each month. Tornado drills will be held at least once per semester. Lockdown drills will be conducted at least once each semester. Fire, tornado, and lockdown drill instructions should be posted in each teacher area. Each teacher is responsible for his/her class during these drills and should ensure that each class understands the instructions for leaving the building or going to tornado shelter areas.

In the event of possible disaster, each staff member must be prepared to do everything possible to protect the lives of our students. Please familiarize yourself with the following general guidelines as well as your building's crisis plan.

1. Student safety is the responsibility of all adults in the building.
2. All teachers on plan period, the librarian, and assistants will assist where needed and directed.
3. The maintenance/custodial staff are responsible for shutting off all utility services when deemed necessary.
4. Teachers are responsible for the direct supervision of all students in their charge at the time of the emergency. **TEACHERS MUST CARRY CLASS ROSTERS WITH THEM DURING A DRILL AND ACTUAL EMERGENCIES. MISSING STUDENTS SHOULD BE REPORTED TO THE PRINCIPAL OR HIS/HER DESIGNEE IMMEDIATELY.**
5. The secretary is responsible for coordinating information from the principal to appropriate parties. The secretary is also responsible for securing the student directory.
6. Hallway decorations are limited to the sides of the hallways and must not obstruct exit signs.

Sexual Harassment

It is the policy of the Tri-Creek School Corporation to maintain a safe learning and working environment that is free from sexual harassment.

It shall be a violation of this policy for any employee of the Tri-Creek School Corporation to harass another employee or student through conduct or communications of a sexual nature. It shall also be a violation of this policy for students to harass other students or school district employees through conduct or communication of a sexual nature. The use of the term "employee" also includes non-employees and volunteers who work subject to the control of school authorities. The brochure, "Don't Do It, Don't Allow It" will be provided at the time of employment and is always available at our school web site at

www.tricreek.k12.in.us. Please see the Tri-Creek School Corporation Policy Manual for additional information.

Special Education

Special education services are available at Tri-Creek School Corporation through the Northwest Indiana Special Education Cooperative (NISEC). Services are available for students identified with special needs. Teachers who believe a student can be helped through these services should refer the student to the building Response to Intervention (RtI) team. Early identification of the need for special education is recommended. General education interventions and assessments should be utilized and documented prior to a request for special education evaluation. Response to Intervention (RtI) will assist in this process. Teachers are to begin the referral process when asked to do so by a parent.

Staff-Student Relations

The relationship between the district's staff and students must be one of cooperation, understanding, and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with individual students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context. Please see the Tri-Creek School Corporation Policy Manual for further guidelines.

Suicide Referrals

If any Tri-Creek employee has reason to suspect that a student is planning to harm himself/herself or is contemplating suicide, the employee shall immediately report the potentially suicidal student to a counselor or building administrator. If the report is made to a counselor, he/she shall immediately inform the building administrator. If the principal is not in the building, call another building principal or the Administration Center. The following procedures shall apply after the report is made to a counselor or an administrator.

1. The counselor or administrator shall immediately question the student in a private setting about the following matters, at a minimum, to determine the seriousness of the threat. Parents/guardians must also be immediately notified.
 - Feelings of hopelessness and the length of time of such feelings;
 - Thoughts about killing himself/herself;
 - Self-mutilation;
 - Discuss the persistency and strength of the thoughts;
 - Determine whether any plans have been made for the suicide; and

- Determine the details of the plan and whether any preliminary actions have been taken to carry out the plan.
2. The counselor or administrator shall collaborate with another counselor, administrator, teacher, or appropriate support personnel in determining the necessary sequence of steps in dealing with the possibility of a potential suicide. During this discussion a Lethality Assessment shall be completed to determine the potential risk to the student. The assessment can be found in the district's Crisis Plan.
 3. Where there is reason to believe it is a life-threatening situation, the student must be told that the issue of confidentiality shall no longer apply. The counselor or administrator must also understand that the issue of confidentiality shall no longer apply.
 4. **ANY POTENTIALLY SUICIDAL STUDENT MUST BE KEPT UNDER CONTINUOUS ADULT SUPERVISION. THE PARENT/GUARDIAN MUST BE NOTIFIED OF THE ASSESSMENT IMMEDIATELY. IF THE STUDENT SHOULD LEAVE, NOTIFY THE POLICE IMMEDIATELY.**
 5. The student may be released only to a parent/guardian, law enforcement official, or emergency medical staff.
 6. If you receive information about a potential suicide threat, and:
 - The suicidal student cannot be located because of absence from class or school, or
 - You receive the information outside of school hours, and do not know the location of the suicidal student:

NOTIFY THE PARENT/GUARDIAN IMMEDIATELY. IF THE PARENT/GUARDIAN CANNOT BE LOCATED, CONTACT THE POLICE IMMEDIATELY AND REQUEST THEIR ASSISTANCE IN LOCATING THE SUICIDAL STUDENT AND THE STUDENT'S PARENT/GUARDIAN.

7. Make the parent/guardian aware of the sources of help. Give the parent/guardian resource information about psychiatrists, psychologists, and hospital programs. Emphasize the need for outside, professional help in the matter.
8. The counselor or administrator shall follow up to ascertain whether some professional contact has been made to obtain help. Obtain permission from the parent/guardian for the professional to release information to the school.

Supplies

Miscellaneous supplies such as tape, paper clips, file cards, staples, pens, markers, and folders are stored in the office for teacher use. Teachers may request that items not available in stock be ordered.

Please use discretion in taking supplies so that they will be available for all. Inform the secretary when supplies are diminished so she may have them replenished.

The school district has no obligation to reimburse teachers for supplies that they have acquired outside the purchase order process.

Teacher Evaluation

Tri-Creek School Corporation uses the iObservation process based on Dr. Marzano's *The Art and Science of Teaching*.

Please see Appendix B at the end of this handbook for the complete Tri-Creek School Corporation Evaluation Plan.

Teacher Obligations Under the Law

1. The teacher is to remain with students in the classroom at all times. Failure to do so is neglect of duty. If for any reason it is necessary to leave the room, ask the teacher next door to cover your class. Do not leave your class under the guidance of a volunteer.
2. Review the permanent records, classroom files, and confidential files early in the school year and sign and date the appropriate forms. If called to a hearing, this information will certainly be checked.
3. File all correspondence from parents/guardians and copies of your notes for at least one year.
4. Section 504 of the 1973 Rehabilitation Act requires that the school provide appropriate services for any child with a condition that "substantially limits a major life activity." Although specific conditions are not listed, the following are typical: AIDS, temporary handicaps (accident injuries), ADD (attention deficit disorder), behavior disorders, chronic asthma, severe allergies, spina bifida, and diabetes. With parents/guardians' increasing awareness of students' rights and the increase in parent advocates, it is likely that teachers will at some time be asked to show proof of how they have adapted instruction for special students (both those who qualify for special services under Article 7 and those who do not). Copies of correspondence with parents/guardians could be critical. You may even want to keep a record of dates special homework was sent home.
5. Keep a log of telephone calls and notes sent to parents/guardians.

Reassignment/Transfer

Assignments, Transfer, Vacancies, and Reductions:

1. Definitions
 - A. An assignment is denoted by the specific grade level in elementary school or the specific courses in a subject in middle school or high school. Assignment change occurs within the same building.
 - B. A position is denoted by the age level (high school, middle school, or elementary school) and the subject area (usually for middle school and high school only).
 - C. A transfer means a change from one building to another.
2. Chronology
 - A. By March 1 of each year, teachers desiring a change to another building or grade level shall send a formal letter to the superintendent and principal of the building to which the teacher requests a transfer. The letter shall state preferences in writing for building, position, and assignment.

- B. As vacancies and/or newly created positions occur, they will be posted.
- C. Teachers desiring a change to the assignment of a vacancy or new position or teachers desiring a voluntary transfer to the building with the vacancy or new position shall make application in the office of the superintendent within four (4) business days after the posting.
- D. The building administrator shall give consideration first to current teachers seeking a change in assignment in the same building and then to current teachers seeking a voluntary transfer before hiring new teachers in the corporation.
 - A teacher requesting transfer may be interviewed by the building principal.
 - The principal of the school to which a transfer is requested shall have the option to reject or accept any teacher requesting transfer.
 - Any teacher requesting transfer shall be notified of the decision pertaining to the request.
 - No reprisal shall be taken against any teacher requesting a transfer.
- E. Any teacher being involuntarily transferred will be assigned a position for which s/he is certified.
- F. For vacancies or new positions posted thirty (30) days before the first teacher day of the new school year, the hiring administrator may expedite the process, and posting will be eliminated.

Telephone Usage

The telephones in the building are to be used for the necessary business of the school—primarily parent/guardian communication. Eight hundred (800) numbers may be dialed directly. No personal long-distance calls may be made from school corporation telephones. All messages will be forwarded to the voice mail system. Teachers are expected to respond to messages in a timely manner (**usually within 24 hours**) and to purge voice mail and email regularly. Teachers are not to use directory assistance, but instead should access numbers through the Internet.

Personal cell phones should be turned off during class time, meetings, and professional development activities.

Temporary Change of Class Location

If a teacher wishes to relocate his/her class, permission must be obtained from an administrator. Classes are not to be dismissed at any time or relocated without administrative permission. Office staff should be informed of class relocation.

Textbook and Equipment Checkout and Damage

Checkout:

All textbooks will be handled on a rental basis. Each teacher will be responsible for the storage, distribution, and return of his/her own textbooks. Procedures for these processes will be provided by the building principal or his/her designee. At Lowell High School, only students on class lists and those who have completed the "drop/add" procedure are to be issued books.

Damage:

Teachers are to encourage proper use and care of all textbooks and are asked to periodically examine students' texts for damage or loss. In the case of damage, consult with the building treasurer.

Threat Assessment

1. The Threat Assessment will serve the need for clarifying the guidelines when assessing student-to-student and student-to-teacher verbal threats.
2. Principals should make their staff aware of the Threat Assessment during the "first teacher day" staff meeting.
3. Training should be provided for new teachers in understanding threat assessment procedures.
4. Teachers need to document student threats using discipline referral forms.
5. The referral needs to be hand-delivered to the principal the same day the incident occurs if the threat is at a Level 2.
6. If a threat is at a Level 3 or higher, report the threat to the principal immediately. The written referral will follow.
7. Teachers need to track students' discipline issues in Skyward to provide easy access of this information to administrators.
8. If the principal is unavailable, report the threat to an administrator at the Administration Center.
9. For a serious threat, the classroom teacher should call the principal to escort the student from the classroom to the office.
10. Teachers should:
 - a. Not overreact when students act out;
 - b. Defuse verbal confrontations with students;
 - c. Recognize signs of potential threats; and
 - d. Follow their school PBIS plan.

The following guidelines, which are taken directly from Tri-Creek's Administrative Procedures, will be used when assessing student-to-student and student-to-teacher threats.

Type of Threat	Behavior Exhibited	Discipline/Action*
Level 1 — Spoken or written communication without anger	Thoughtless comment	Meeting with teacher, administrator, or school counselor; minor discipline like loss of privileges, detention, etc.; isolation to assess threat
Level 2 — Spoken or written communication with anger	Provocation or intimidation	Counseling; detention to suspension based on level of disruption; parents/guardians notified

Type of Threat	Behavior Exhibited	Discipline/Action*
Level 3 — Spoken or written communication with anger and force, or resulting from another rule violation such as fighting; repetition of intimidating speech	Deliberately trying to injure; retaliation	Suspension where force does not result in injury; expulsion in the case of repeated offense or serious bodily harm; parents/guardians notified
Level 4 — Spoken or written communication and capacity to carry out the threat; repeated acts of anger with force	For example, a gun is found; knife in pocket, locker; access to weapons	Suspension where force does not result in injury; expulsion for possession of weapon; one-year expulsion for firearm possession; parents/guardians notified
Level 5 — Spoken or written communication and action or conspiracy to commit bodily harm	Threats stated such as, "I will kill you"; then begin to choke or otherwise attack the individual; use of training in martial arts	Suspension where force does not result in injury; expulsion for bodily harm; suspension or expulsion for conspiracy depending on the level of threat or action; parents/guardians notified
Level 6 — Spoken or written communication and use of deadly force	Possessing and threatening to use weapon or deadly force	Expulsion; if deadly weapon or firearm, out for one year; parents/guardians notified

*Students who are suspended or expelled will be considered for the Six-to-Four Program or Opportunity Center in lieu of suspension or expulsion.

Transportation

1. In order for a student to alter his/her normal mode of transportation, the student must present a note from his/her parent/guardian. If the student does not present a parent/guardian note, he/she will be expected to follow his/her normal mode of transportation home.
2. All children may ride buses to and from school unless they are within walking distance.
3. Requests for students to ride a bus other than their regular one or to change bus stops should be referred to the office. Bus changes are rarely allowed and only if such a change affects the welfare or safety of a child. The principal will authorize and provide a bus change pass.
4. Students are not permitted to transport medication of any kind (except authorized inhalers and Epi-pens) on school buses.
5. Articles transported by students on school buses must be small enough to be kept on the student's lap. Students are encouraged to keep items in backpacks or school bags. Student equipment may not be left at the front of the bus. *Glass articles, sharp objects, oversized articles, and live creatures may not be transported on school buses.*

Video Surveillance

Maintaining a safe and orderly learning and work environment is important for Tri-Creek School Corporation. It is for these reasons that Tri-Creek has implemented the use of closed circuit television (CCTV) cameras to monitor and record strategic locations throughout all areas of the school district. This surveillance is solely intended for the purposes of safety, security, and property protection. These cameras are randomly monitored by school administrators and are intended to serve as a deterrent against vandalism and unacceptable behavior.

Visitors

All visitors to the building are to report to the office area. Visitors are to comply with the SafeVisitor process before gaining access to the building. If their business takes them to other areas of the building, they must obtain and wear a visitor identification badge where the badge is visible to others. The visitor will be escorted to the classroom by an employee of the school or a student of the class that the visitor is visiting. All staff are expected to direct all visitors to the office area if they are not already wearing a visitor identification badge. Visitors are not permitted access to any portion of the building without the permission of the office.

When the visit is complete, the visitor will return to the office, sign the time out portion of the sign-in book, and return the visitor identification badge.

Invited guests: In as much as the community contains a wealth of experience, expertise, and knowledge which can be employed by the effective teacher, invited guests should be more than welcome (in appropriate numbers) in the classroom.

1. Teachers planning to invite guests to the classroom should inform the principal or principal designee and obtain permission and a limited criminal background check.
2. Arrangements should be made to receive the guest in a warm and courteous fashion.
3. If a controversial issue is to be considered in the classroom setting, reasonable efforts will be made to see that all appropriate viewpoints are represented in a fair and reasonable fashion.
4. If any "high profile" persons are expected to visit the school, appropriate Administration Center personnel should be advised.

This information is obtained from the Tri-Creek School Corporation Policy Manual.

Automotive Technology: Shop Policy

Equipment is to be used by enrolled students under the direction of the automotive technology instructor. Students are assigned "real" problems within the limits of their own ability and within the limits of the equipment provided. Students may service and repair their own automobiles or the automobiles of their own immediate family. At the discretion of the instructor, some work will be done on school-owned equipment. In no case will it become a duty or assumed responsibility of the program to perform such services under pressure or circumstances which would not contribute to the educational process.

Faculty or staff will not be allowed to use the automotive technology facilities to do their own repairs. Enrolled students are not to repair or service vehicles of students not enrolled

in auto shop. No student is to accept money, to enter into an agreement, or in any way use the school facilities in any kind of business relationship.

Volunteers

Teachers are encouraged to use parent/guardian volunteers for non-instructional tasks. Limited criminal background checks must be completed prior to the volunteer's service. Please stress the need for confidentiality. The parent/guardian volunteer may not bring pre-school siblings. **Never** leave your class in the care of a volunteer while you run errands. Volunteers should register at the office and be issued a visitor identification badge that must be worn at all times while on school grounds.

Withdrawal of Student

1. Please notify the office if you become aware that a student is moving.
2. Send home all workbooks if book rental is paid. (Check with the office.)
3. Lunch account balance should be refunded; lunch charges should be paid.
4. Check to see that all library books, computers, and other technology-related equipment have been returned.
5. Complete grade sheet, and return to office.

Work Order Procedures

All work orders are to be completed through "Maintenance Direct" and "SysAid." The links to both of these request forms are located on the Tri-Creek web site under the Staff page.

"SysAid":

Technology-related problems are to be reported via "SysAid."

"Maintenance Direct":

Building-related problems are to be reported via "Maintenance Direct."

Workplace Behavior

Conduct and Cooperation:

Tri-Creek employees are expected to behave in a professional manner that enhances the reputation of the corporation. They are to treat people with respect, courtesy, and without harassment and are expected to comply with law and policy and to behave honestly and act with integrity, care, and diligence. Furthermore, employees are required to maintain confidentiality and to protect personal privacy and to use company resources properly and appropriately.

Workplace Civility:

For any staff to be effective, a positive and supportive attitude must exist between its members. A staff member has the right to express his/her point of view on relevant educational issues among the teaching staff, and no staff members shall suffer retribution or disciplinary action for input or feedback provided in a civil manner. It is important that communication is kept open and that problems are handled quickly and without disruption to the workflow. Please see NEOLA Policy 3210.01 for additional guidelines. The following behaviors (include, but are not limited to) violate the rules of civility and should be avoided.

1. Treating others in a disrespectful or discourteous manner.

2. Exhibiting passive-aggressive behaviors and failing to take responsibility for one's own actions.
3. Using email or other communication tools to harass or to incite others to harass, violate rules, or act unprofessionally.
4. Engaging in tirades and temper tantrums including shouting and finger pointing.
5. Bullying others.
6. Disrupting meetings or displaying inappropriate behavior at meetings, including talking when someone has the floor.
7. Using profanity or abusive language directed toward coworkers.
8. Rumoring, gossiping about, or damaging a coworker's reputation.

Staff Conflict Resolution:

If an employee has a problem with another, he/she must use appropriate problem-solving strategies and follow proper channels. Appropriate procedures for problem resolution follow.

1. Discuss the problem individually with the employee in question to seek amicable resolution.
2. If the problem is not resolved, explain the problem to your immediate supervisor and meet jointly with the employee to resolve the problem.
3. If this step is inappropriate or ineffective, present the problem to the appropriate administrator.

All employee groups need to work together consistently, collaboratively, and cooperatively with respect.

Building-Specific Expectations

Syllabus and Classroom Behavior Management Plan — Lowell High School

Lowell High School teachers and/or data team will be required to submit an electronic syllabus and classroom behavior management plan to the principal the first week of school.

Parent-Teacher Conferences

Team-Initiated Conferences — Lowell Middle School:

At the end of the second nine-week grading period, it is the responsibility of team leaders to check the grade reports of all students in their team schools. If a student receives two or more failing grades, a conference should be scheduled with the parents/guardians, all teachers in the team, the principal or assistant principal, and the student to discover the reason for the failures and to develop a plan of improvement and goals for the student. At this time, parents/guardians also should be informed of the possibility of retention if the student does not improve significantly, particularly if effort is an issue. The principal or assistant principal should be present at any meeting where retention is discussed. After the third grading period ends, team leaders will be responsible for checking the grade reports of all students for whom retention was considered earlier in the year in order to determine whether the student has improved. If retention seems a possibility, the team will meet with the principal, and if a decision has been made to retain, a second conference with the parents/guardians will be scheduled to inform the parents/guardians and the student of the

recommendation before the end of school. For any conferences which concern a special education student, the LRE teacher will participate in the conference. The decision to retain a special education student is made at a case conference.

Permanent Records Review — Elementary

Teachers should review permanent records for their class during the first four weeks of school. Please record your name, title, date (month, day, and year), purpose for the examination, and item(s) examined. Confidential files for special education students should be reviewed at the same time.

Permanent records and confidential files may not be taken out of the school office during the school year. You are welcome to use the conference room, the storeroom, or the workroom to review them.

Student Retention — Grades K-8

Whenever retention is being considered, the teacher shall confer with the principal, parents/guardians, and other staff members involved with the child, such as the child's special teachers and counselor. This discussion shall include an explanation to the parents/guardians of their child's ability and current academic standing in relationship to peers. A meeting will be held by May 15 to review the goals and the student's progress. The final decision regarding retention shall be made by the principal. Grade 3 decisions regarding retention will be made in accordance with state IREAD guidelines.

Playground Guidelines

1. Teacher assistants and teachers share supervision responsibilities on the playground.
2. Students are expected to follow the direction of all teachers and teacher assistants who supervise them on the playground.
3. Teacher assistants are not responsible for monitoring classroom disciplinary consequences imposed by teachers during recess.
4. Students should form lines as directed by the teacher or teacher assistant, stay in line, and exit and enter the building quietly.
5. Behavior problems should be handled by the person on duty in a fair, firm manner.
6. If a consequence for misbehavior is imposed by the teacher assistant on duty, the teacher assistant should inform the student's teacher.
7. Continued misbehavior should be reported to the classroom teacher.
8. Students who cause injury to another student, bully others, use profanity, or are consistent behavior problems on the playground should be referred to the principal or student support advisor by the submission of an Office Referral form.
9. Playground assistants must not allow students to do any of the following activities:
 - A. Stand or swing from side to side on swings;
 - B. Stand or climb on slides;
 - C. Fight, swear, name-call, or bully others;
 - D. Throw snowballs, rocks, or similar objects;

- E. Re-enter the building without the permission of the teacher or teacher assistant.

Dance Regulations — Lowell High School

1. Dances are for Lowell High School students and approved guests only. Guest age limit is twenty (20) years old or less.
2. Students who bring a guest may obtain a guest pass from the assistant principal's office.
3. There are no passes to leave during the dance.
4. Students and guests are not to loiter outside the building. Inform the auxiliary police that these people are to be removed.
5. There should be a minimum of four adults as chaperones.
6. A minimum of one policeman needs to be retained for dances by sponsors.
7. An administrator must be in attendance.

Dance Regulations — Lowell Middle School

1. Dances are for Lowell Middle School students only.
2. There are no passes to leave during the dance.
3. Students are not to loiter outside the building.
4. There should be a minimum of four adults as chaperones.
5. An administrator must be in attendance.

Student Assistants — Grades 6-12

Students in grades 6-12 will be able to serve as student assistants with an approved teacher/administrator supervisor under the following guidelines.

1. Students must meet the following criteria:
 - A. Be in good academic standing as determined by the principal;
 - B. Have free time in their schedule; and
 - C. Be approved by the principal or his/her designee.
2. Generally, only one student will be assigned to work with a teacher. If there is a demonstrated need for more than that, permission must be given by the principal.

Middle School and High School Supervision Guidelines

1. Regular Study Halls and Student Resource Time
 - Students are to remain quiet and study the entire period.
 - Students must possess and use study materials while in the study area.
 - Students must have a pass to leave study hall. There will be only one name on a pass.
 - Supervisors will keep a sign-out sheet.

- Students who have not reached their destination in a timely manner are tardy and will be issued a tardy.
 - Supervisors will develop student seating charts and update them throughout the semester.
 - Food and/or beverages are not allowed in study hall.
2. Cafeteria Area and Field House Area
- The purpose of this supervision is to monitor and control student behavior as well as prevent smoking in the restrooms.
3. Morning Supervision
- Move around assigned areas; be visible; anticipate problems.
 - Notify the office of students who are disrupting the educational process or atmosphere.
4. Lunchroom Supervision
- Students may not leave the cafeteria without a pass. A supervisor will be stationed at the cafeteria doors to check passes and ensure no students leave the lunch area.
 - Check the bathrooms periodically.
 - Proper behavior in the lunchroom is based on common courtesy and proper school behavior (e.g., no shoving, pushing, cutting in line, profanity, disrespect, or insubordination).
 - Move around the lunchroom; be visible; anticipate problems.
 - If a supervisor must leave the area of assigned supervision, he/she must inform another supervisor that he/she is leaving the area.
5. Bathroom Supervision
- To ensure safety and a smoke-free environment, please arrive punctually at the designated bathroom supervision area at the assigned time which is before the teacher preparation period. Supervisor presence is a deterrent for smoking and vandalism.
 - If a supervisor suspects that a student has been smoking or has caught someone smoking, notify the office.
6. After-School Supervision
- Be at the assigned post promptly. The first five minutes are the most important for supervision in the hallways. Failure to arrive at an assigned post punctually or not at all is neglect of duty and can result in litigation if injury or other harm comes to a student. If a teacher is deterred, he/she must ask someone to cover his/her assignment.
 - At the bus-loading area, make sure the students wait for the bus at a safe distance.
 - Never allow students to approach the bus until it has come to a stop.
 - To get on the bus, have students form a single file line.

- Do not let the students cross the street between buses. If students are walking home, ensure that they remain on the walkway.
 - During the winter, no snowball throwing is allowed.
7. General Supervision between Periods
- Teachers are assigned supervision outside the classroom door and are required to be visible during passing periods and during the five minutes after dismissal. These are the most volatile times of the day, and proper supervision is critical.
8. Anticipate problems and defuse them. Actively move about and positively interact with students.

Appendix A

Model Plan for the Use of Seclusion and Physical Restraint of Students:

It is the intent of the Tri-Creek School Corporation Board of School Trustees and administration to provide a safe and healthy environment in which students can learn, develop, and participate in instructional programs that promote high levels of academic achievement.

The purpose of the Tri-Creek School Corporation Model Plan for Seclusion and Physical Restraint is to ensure that all students are safe in school. In that regard, our behavioral interventions are designed to ensure a student's right to be treated with dignity and respect, and to be free from abuse. The Tri-Creek School Corporation Model Plan for Seclusion and Physical Restraint has been developed to ensure compliance with IC 20-20-40-13 as well as the new Indiana proposed rules for seclusion and restraint.

The following definitions will assist understanding of and compliance with the Tri-Creek School Corporation Model for Seclusion and Physical Restraint:

Definitions:

Behavioral Intervention Plan (BIP): A plan that is agreed upon by the case conference committee and incorporated into a student's individualized education program that describes the following:

1. The pattern of behavior that impedes the student's learning or the learning of others.
2. The purpose or function of the behavior as identified in a functional behavioral assessment.
3. The positive interventions and supports, and other strategies, to:
 - a. address the behavior; and
 - b. maximize consistency of implementation across people and settings in which the student is involved.
4. If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student.

Chemical restraint: The administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition.

Mechanical restraint: The use of a mechanical device, material, or equipment attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or part of the student's body or restricts normal access to the student's body. The term does not include mechanical devices, a material or equipment used as prescribed by a doctor, or recommended by a health care provider (i.e., equipment supportive for physical therapy needs, occupational needs, etc.).

Physical restraint: Physical contact between a school employee and a student:

1. in which the student unwillingly participates; and
2. that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body.

The term does not include:

1. briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation;
2. physical escort; or

3. physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another.

Positive behavior intervention and support: A systematic approach that:

1. uses evidence-based practices and data-driven decision-making to improve school climate and culture; and
2. includes a range of systematic and individualized strategies to reinforce desired behavior and diminish reoccurrence of problem behavior to achieve improved academic and social outcomes and increase learning for all students.

Seclusion: The confinement of a student alone in a room or area from which the student physically is prevented from leaving. The term does not include a supervised time-out or scheduled break, as described in a student's Individualized Education Plan (IEP), in which an adult is continuously present in the room with the student.

Time-out: A behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted.

Use of Seclusion and/or Physical Restraint:

Seclusion and/or physical restraint shall only be used as a last resort in situations where our student's behavior poses imminent risk of injury to the student, other students, school employees, or visitors to the school, and other less restrictive interventions are ineffective. It will be used as a last resort safety procedure, employed only after another less restrictive procedure has been implemented without success.

Seclusion and/or physical restraint shall be implemented in a manner that is consistent with our student's most current Individualized Education Plan and with our student's Behavioral Intervention Plan, if applicable.

Every effort will be made to prevent the need for the use of physical restraint or seclusion with our students. To this end, prevention, positive behavior intervention and support, and conflict de-escalation shall be used regularly to eliminate or minimize the need for the use of physical restraint or seclusion. Additionally, these pro-active strategies shall also be used prior to the use of physical restraint or seclusion.

Seclusion and/or physical restraint shall only be used for short periods of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated.

Seclusion and/or physical restraint shall be utilized, as necessary, with all students, not only students with disabilities.

Seclusion and/or physical restraint shall never be used as punishment or discipline, as a means of coercion or retaliation, or as a convenience.

Seclusion and/or physical restraint shall never be used in a manner that restricts a student's breathing or harms the student.

Every instance of seclusion and/or physical restraint shall be carefully, continuously, and visually monitored to ensure the appropriateness of its use as well as the safety of our student, other students, and staff.

Physical restraint shall only be employed by staff members who have received crisis intervention training by the school in the use of restraint procedures with the following exception:

- Other school personnel may employ restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.

Tri-Creek School Corporation and its schools shall not use mechanical restraints to restrict a student's freedom of movement, and shall not use a drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional). Tri-Creek School Corporation and its schools shall never give a student any drug or medication that is not a standard treatment and dosage for the student's medical or psychiatric condition, as prescribed by a licensed physician or other qualified health professional.

Training:

Tri-Creek School Corporation will provide staff with basic training regarding conflict de-escalation procedures and effective alternatives to seclusion and physical restraint. They will also be provided with training regarding the parameters for utilizing seclusion and/or physical restraint with a student. This training will occur annually and will be provided to new staff hired by Tri-Creek School Corporation. The staff of Tri-Creek School Corporation will follow the basic curriculum and training.

A core group of personnel in each building will also be trained in crisis prevention and intervention techniques that will include the use of seclusion and restraint procedures. Tri-Creek School Corporation will also provide staff with procedures for contacting fully trained and certified staff when a behavioral crisis occurs.

The Tri-Creek School Corporation handbooks contain the following statement:

"As a part of the emergency procedures in place at Tri-Creek School Corporation and its schools, no student will be restrained and/or placed in seclusion by school staff unless the student's behavior poses an imminent risk of injury to himself/herself or others. However, significant violations of the law including assaults on students and staff may be reported to the police. As soon as possible after any such use of restraint and/or seclusion, the parents or guardian will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the circumstances that led to the use of restraint and/or seclusion."

Documentation, Reporting, and Debriefing:

The following procedures will be followed regarding the documentation and reporting of incidences of the use of seclusion or restraint:

- Every incident of seclusion or restraint will be documented, in writing, using the Tri-Creek School Corporation Seclusion and Restraint Reporting Form.
- After each incident of seclusion or restraint, the student shall be observed by the staff member completing for form to ascertain whether an apparent injury was sustained during the use of seclusion or restraint. Such observation will be documented on the Tri-Creek School Corporation Seclusion and Restraint Reporting Form. The staff member will request the assistance of the school nurse or health aide in examining the student if he/she determines this is appropriate.
- The Tri-Creek School Corporation Seclusion and Restraint Reporting Form will be completed by the staff member directly involved in either the use of seclusion or restraint or visually monitoring the use of the seclusion or restraint. This staff

member is responsible for submitting the completed form as soon as possible after the use of seclusion or restraint to the building administrator or his/her designee.

- Within 24 hours of the student being subject to seclusion or restraint, the building administrator or his/her designee will either call the parent or legal guardian or will send a copy of the completed Tri-Creek School Corporation Seclusion and Restraint Reporting Form to the parent or legal guardian. If notification is made by phone, the administrator or his/her designee must send the Tri-Creek School Corporation Seclusion and Restraint Reporting Form to the parent or legal guardian within 72 hours.
- If the student has a NISEC IEP (including a speech IEP), the building administrator or his/her designee will fax the completed NISEC Seclusion and Restraint Reporting Form to their NISEC district director. The NISEC district director will be the record keeper of NISEC Seclusion and Restraint Reporting Forms for students with IEPs in the corporations belonging to NISEC. If the student is being serviced in Tri-Creek School Corporation, the recording staff member as designated above will be the record keeper for students receiving services in Tri-Creek School Corporation.
- It is expected that each staff member involved in an incident of seclusion or restraint will engage in a de-briefing or processing session with designated personnel. Documentation of this de-briefing or processing session will be recorded on the Tri-Creek School Corporation Seclusion and Restraint Reporting Form.

Annual Review and Oversight:

- The Tri-Creek School Corporation Seclusion and Restraint Reporting Form requires sufficient detail to provide for the collection of specific data that would enable teachers, staff, and other personnel to review seclusion and restraint policies in order to implement modifications to the school's plan.
- Data collected from the use of either seclusion or restraint, as reported on the Tri-Creek School Corporation Seclusion and Restraint Reporting Form, shall be reviewed at least annually in order to improve prevention, positive behavior intervention and supports, and conflict de-escalation techniques in order to avoid the use of seclusion or restraint. This annual review will be organized by the superintendent or his/her designee.
- The use of seclusion or restraint, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, shall trigger a review and, if appropriate, revision of strategies currently in place to address behavior that poses imminent risk of injury, including engaging in a functional behavior assessment and reviewing and/or modifying the student's IEP or BIP. If positive behavioral strategies are not in place, staff shall consider developing them. Behavioral strategies to address dangerous behavior that results in the use of seclusion or restraint shall address the underlying cause or purpose of the dangerous behavior. This review will be initiated by the district director for NISEC as record keeper for the NISEC Seclusion and Restraint Reporting Forms for students receiving special education services in the corporation belonging to NISEC. The review will be initiated by the superintendent or his/her designee for any students without IEPs.

The parent/guardians shall be informed of and have access to the plan on seclusion and restraint at their child's school or other education setting, as well as applicable federal,

state, or local laws. The Seclusion and Restraint Model Plan for Tri-Creek School Corporation will be posted on the Tri-Creek School Corporation web site.

Appendix B
Tri-Creek School Corporation
Evaluation Plan

Teacher evaluation improves teaching and as a result improves student learning.

1. How does the Evaluation Plan work?

Annually, each teacher will receive a rating of Highly Effective, Effective, Improvement Necessary, or Ineffective by the school principal. An effectiveness rating is based on professional practice and student achievement and growth. Professional practice includes instructional practice and professionalism. Student achievement and growth will significantly inform the evaluation.

2. What evidence will be collected to determine a teacher’s effectiveness rating?

Evidence to determine a teacher’s effectiveness rating comes from the following categories.

- Professional Practice (Instructional Practice and Professionalism)
- Student Achievement and Growth

A description of each category follows.

Professional Practice (Instructional Practice and Professionalism)

Professional practice consists of the four domains from Marzano’s The Art and Science of Teaching Teacher Evaluation Model through iObservation: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism. Evidence is collected through classroom observations, observations outside the classroom, and artifacts.

Domain 1: Classroom Strategies and Behaviors

DQ1: Communicating Learning Goals and Feedback

- #1 – Providing Clear Learning Goals and Scales (Rubrics)
- #2 – Tracking Student Progress
- #3 – Celebrating Success

DQ6: Establishing Rules and Procedures

- #4 – Establishing Classroom Routines
- #5 – Organizing the Physical Layout of the Classroom

DQ2: Helping Students Interact with New Knowledge

- #6 – Identifying Critical Information
- #7 – Organizing Students to Interact with New Knowledge
- #8 – Previewing New Content
- #9 – Chunking Content in to “Digestible Bites”
- #10 – Processing of New Information
- #11 – Elaborating on New Information
- #12 – Recording and Representing New Knowledge
- #13 – Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

- #14 – Reviewing Content
- #15 – Organizing Students to Practice and Deepen Knowledge
- #16 – Using Homework
- #17 – Examining Similarities and Differences

- #18 – Examining Errors in Reasoning
- #19 – Practicing Skills, Strategies, and Processes
- #20 – Revising Knowledge
- #21 – Organizing Students for Cognitively Complex Tasks *
- #22 – Engaging Students in Cognitively Complex Tasks Involving Hypotheses Generation & Testing *
- #23 – Providing Resources and Guidance *

DQ5: Engaging Students

- #24 – Noticing When Students Are Not Engaged
- #25 – Using Academic Games
- #26 – Managing Response Rates
- #27 – Using Physical Movement
- #28 – Maintaining a Lively Pace
- #29 – Demonstrating Intensity and Enthusiasm
- #30 – Using Friendly Controversy *
- #31 – Providing Opportunities for Students to Talk about Themselves
- #32 – Presenting Unusual or Intriguing Information *

DQ7: Recognizing Adherence to Rules and Procedures

- #33 – Demonstrating “Withitness”
- #34 – Applying Consequences for Lack of Adherence to Rules and Procedures
- #35 – Acknowledging Adherence to Rules and Procedures
- #36 – Using Students’ Interests and Background

DQ8: Establishing and Maintaining Effective Relationships with Students

- #37 – Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- #38 – Displaying Objectivity and Control
- #39 – Demonstrating Value and Respect Low Expectancy Students *
- #40 – Asking Questions of Low Expectancy Students *
- #41 – Probing Incorrect Answers with Low Expectancy Students *

Domain 2: Planning and Preparing

- #42 – Effective Scaffolding of Information with Lessons
- #43 – Lessons within Units
- #44 – Attention to Established Content Standards
- #45 – Use of Available Traditional Resources
- #46 – Use of Available Technology
- #49 – Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

- #50 – Identifying Areas of Pedagogical Strength and Weakness
- #51 – Evaluating the Effectiveness of Individual Lessons and Units
- #52 – Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Domain 4: Collegiality and Professionalism

- #55 – Promoting a Positive Environment with Colleagues
- #56 – Promoting Positive Interactions about Students and Parents
- #59 – Adhering to District and School Rules and Procedures
- #60 – Participating in District and School Initiatives

The following elements will be assessed as appropriate:

- #47 – Needs of English Language Learners
- #48 – Needs of Students Receiving Special Education
- #57 – Seeking Mentorship for Areas of Need or Interest

- #59 – Mentoring Other Teachers and Sharing Ideas and Strategies

Student Achievement and Growth

The overall determination for Student Achievement and Growth will be determined for all teachers from the annual state-provided School Report Card.

3. How will an effectiveness rating be determined from the evidence?

Scoring in iObservation

After all informal and formal observations for the semester are completed, element scores will be averaged for each domain, with scores at *Innovating* receiving 4 points, *Applying* 3 points, *Developing* 2 points, *Beginning* 1 point, and *Not Using* 0 points. Domains are weighted to emphasize Classroom Strategies and Behaviors.

Domain weights in **iObservation** will be as follows:

- Domain 1: Classroom Strategies and Behaviors – 68%
- Domain 2: Planning and Preparing – 12%
- Domain 3: Reflecting on Teaching – 8%
- Domain 4: Collegiality and Professionalism – 12%

Scores for effectiveness rating are listed below:

- Highly Effective: 3.5-4.0
- Effective: 2.5-3.4
- Needs Improvement: 1.5-2.4
- Unsatisfactory: 1.0-1.4

Note: *There is no "quota" or expectation that a given number of teachers will be scored in any given category!*

4. What is the difference between a Highly Effective and Effective Teacher?

Highly Effective	Effective
<p>Adapts and creates new strategies for unique student needs and situations.</p> <p>High student achievement and growth as defined in this document.</p> <p>Using substantive and perceptive reflections, the teacher adapts and creates new strategies for his/her instructional practices.</p> <p>The teacher engages in positive and collaborative professional interactions.</p> <p>The teacher pursues, is sought out, and assumes leadership roles in school, district, and professional development activities.</p>	<p>Engages students in the strategy and monitors the extent to which it produces the desired outcomes.</p> <p>Average student achievement and growth as defined in this document.</p> <p>The teacher accurately reflects on his/her instruction.</p> <p>The teacher interacts with colleagues in a positive manner.</p> <p>The teacher actively participates in school and district events and engages in professional development.</p>

5. How is the overall score with both Professional Practice and Student Achievement and Growth determined?

The overall teacher effectiveness rating is based on 80% Professional Practice from the 4 Domains and 20% on Student Achievement and Growth based on the School Report Card. As the School Report Card information is not received from the IDOE until the fall of the following year, the overall teacher rating will not be determined until the fall of the subsequent year. The score for effectiveness will be as follows:

- Highly Effective: 3.5-4.0
- Effective: 2.5-3.4
- Needs Improvement: 1.5-2.4
- Unsatisfactory: 1.0-1.4

6. When will a teacher be evaluated?

- A minimum of two informal (unannounced) observations and one formal (unannounced) observation will typically occur each semester. Exceptions to the timing may be made for FMLA situations.
 - During the first semester, a videotape **may** be submitted by the teacher to substitute for one of the informal observations. This will allow the observer and the teacher to review and rate the video side by side and allow for immediate feedback.
- Principals will schedule formal observations in advance. Teachers will be notified who their evaluator is during the first two weeks of school.
- Both semesters' evaluations will be used for accountability and effectiveness ratings for the 2018-2019 year.
- An attempt will be made not to conduct formal evaluations during the last week of each semester.

Informal Classroom Observations

Informal classroom observations are unscheduled and inform the effectiveness rating. The observer will be in the classroom collecting evidence of instructional practice. During the observation, the observer can collect student and teacher evidence for any of the elements of the nine "Design Questions." After the observation, observers may request artifacts and/or schedule a time to meet. Teachers will view the evidence collected and may request evidence be added or removed. The observer will review the request and make a determination.

Observations Outside the Classroom

Teachers can be observed in settings outside the classroom setting. Examples of observations outside the classroom setting can include a teacher mentoring another teacher, a teacher receiving mentoring, participation in professional learning communities, staff meetings, or parent meetings.

Artifacts

To glean a better understanding of the breadth and depth of a teacher's work, artifacts can be submitted by the teacher or requested by the observer/evaluator conveying the range of classroom strategies and behaviors, planning and preparation, reflecting on teaching, or demonstrating collegiality and professionalism. Artifacts can include, but are not limited to, lesson plans, assignments, scoring rubrics, student work, reflections, meeting agendas and minutes, documented improvement plan and monitoring, documentation of professional development attended or delivered, documentation of adherence to

corporation and school rules and procedures, and documentation of participation in corporation and school initiatives.

7. How will a teacher receive their annual evaluation?

A teacher will receive a tentative final evaluation rating and evidence prior to the evaluation conference with the principal. During the conference, the evaluator shall review the rating and evidence with the teacher and provide the teacher time to respond with additional evidence and questions.

Following the evaluation conference, the evaluator shall validate the rating or modify the rating based on additional evidence and information from the evaluation conference. Teachers have access to the email copy of the evaluation in iObservation. A Tri-Creek Evaluation Form will be provided to the teacher following the evaluation conference that will carry the signatures of the principal and teacher indicating completion of the formal evaluation. The teacher may reply, in writing, within ten (10) business days, if desired. Such replies shall be included in personnel records along with the completed evaluation. The final evaluation for the year will be provided following the inclusion of the school report card.

Note: Teachers rated ineffective may request a private meeting with the superintendent within ten (10) business days of receipt of the final evaluation copy.

8. What if an intervention is necessary?

Any time during a school year, there may be administrative concerns about a teacher in the elements of professional practice including classroom strategies and behaviors, planning and preparing, reflecting on teaching, and collegiality and professionalism or student achievement and growth. To address concerns, an intervention/improvement plan will be implemented immediately, and results will inform the effectiveness of the rating.

When a concern is identified, an Intervention Conference will convene. The teacher and administrator will meet to review the concern. The administrator will state the concern and supporting evidence and provide time for the teacher to respond. If deemed appropriate, an intervention plan will be implemented to address the concern. An intervention plan will include goals, strategies, evidence needed, and timeline, including a progress monitoring conference schedule. Evidence of goal attainment can include, but is not limited to, classroom observations, student achievement and growth data, observations outside the classroom, and artifacts.

9. Who can become an observer?

Observers include administrators and certified staff who have been approved by the superintendent or designee. Observers must be trained in Dr. Robert Marzano's Causal Teacher Evaluation Model by certified trainers of the model.

10. How will situations be avoided where a student would be instructed for two consecutive years by two ineffective teachers?

To avoid situations where a student would be instructed for two consecutive years by two ineffective teachers, the principal will review student lists and identify those who were instructed by an ineffective teacher. The identified student(s) will be placed in the classroom of a teacher who has not received an ineffective rating the previous year.

In the event a student is placed in the classroom of a teacher who has been rated ineffective for the second year in a row, the parents will be informed in a certified manner before the school year begins.

Appendix C

Guidelines for eLearning Days

Work Continuity/Learning Targets

- The expectation from the state with regard to the composition of an eLearning day is that instruction should remain consistent with what would have been done on the regular school day within reason.
- Teachers should modify instruction for publication on a learning management system where possible (for example, providing a written text for review along with a short assessment or practice activity instead of providing direct instruction to students).
- For subject areas or lessons that require specialized equipment or are otherwise unable to effectively be taught during an eLearning day, teachers should modify instruction to allow students to explore the topic in a manageable context without requiring the use of equipment (for example, posting a video about a science concept that would reinforce the findings of an experiment that requires materials available at the school and instead shifting the experiment itself to a regular school day).

Instructor Access

- Teachers will communicate to parents/students that they will be available from 8:00 a.m. until 3:00 p.m. and will have regular check-ins during that time. It is up to the teacher to set the individual expectations of when they will be available to directly address student concerns and communicate that to parents and students via the learning management system.
- Students working after hours who have questions can see the teacher the next school day for assistance. The expectation should be set by the teacher with parents that any communication will be answered the next day within contracted hours.
- If a teacher is not available due to loss of internet access at the scheduled eLearning day times, the following procedures must occur:
 - The teacher notifies the principal/supervisor in order to establish a plan and communicate to parents/students. If there is an expected time that the internet access will be restored, this must be communicated to the principal.
 - The teacher should communicate to teammates the absence, and a plan should be established to assist in overseeing the class and posting the learning target. The principal should be involved in the plan should s/he need to assist with posting/overseeing the class.
- If a teacher had a previously scheduled day off (doctor's visit, vacation, etc.) then provided that he/she can devote the needed amount of time to supporting learning on that day, the day may not be counted as a day off. The teacher should contact the principal for approval prior to participating in the day in the event that plans change (appointment runs long, internet not available at location where teacher is, etc.)
- The school corporation will establish a support system for assisting students/parents with questions accessing materials online. This support system will include (but not be limited to) a help desk phone number, email, web site, and social media presence. All materials made available to parents/students to announce an eLearning day should include this information. The support system will be designed to assist with accessing the learning management system and any instructional

materials/web sites (logins and passwords) but should not be expected to support instructional questions or concerns.

Accommodation Support

- Special education teachers should make themselves available to support classroom teachers with student concerns and questions during the eLearning day.
- It will be the responsibility of the special education teacher to make contacts with the parents of any students who require specialized accommodations that cannot be accommodated by the classroom teacher (i.e., intense intervention supports).