Tipton

Elementary

School

Staff

Handbook

2024-2025

TCSC Vision
Growing empowered, future ready students who are prepared for a lifetime of opportunity and success.

TCSC Mission
Working together for student success.

TCSC Belief and Value Statements
We believe…
- That all students can learn and achieve.
- That education is a partnership between schools, families, and community.
- That a diverse learning environment with high expectations maximizes student success and achievement.
- That content, instruction, and assessments must be stimulating, intellectually challenging, and relevant to the lives and future success of the students.
- That professional development is essential for all staff members.
- That every person is a teacher and role model through their actions.
- That a highly qualified, highly effective staff must be recruited, retained, and developed.
- That our schools are a positive reflection and an integral part of the community.
- That family and community integration enables students to see value in learning, fosters a sense of responsibility, and provides safe and secure learning environments.
- That sound financial planning and implementation is essential to achieve district/corporation goals.
- That fine arts, creative arts, academic clubs, and athletic experiences facilitate personal growth, leadership, and positive relationships.
- That a responsible education also includes values, personal reflection, interpersonal relationships, and social responsibilities.

We value…
- The uniqueness of each student.
- Instructional practices based on evidence-based research.
- A well planned, articulated curriculum that is implemented throughout the K-12 setting and meets the individual needs of students.
- Collaborative relationships between community members, businesses, and leaders for the benefit of our students and public education.
- Facilities that are safe and well-maintained to provide a quality learning, working, and social environment.
- The integration of technology as a tool which enhances student learning, reduces expenses, and improves efficiencies.

The "Tipton Way" is a list of expectations that serve as a behavior compass for TCSC staff.

1. Professionalism
2. Grace
3. Students First
4. Present
5. Giving Our Best
6. Growth Mindset

The Foundation of Tipton Elementary School

MISSION
Working Together for Student Success

VISION
Growing empowered, future-ready students prepared for a lifetime of opportunity and success.

PROMISES TO OUR FAMILIES
★ All students will have access to a guaranteed, viable curriculum, and if your child needs extra support to learn at their highest potential, we guarantee they will receive it.
★ TES employees believe it is our job to ensure all children experience success.
★ TES employees are passionate, hardworking, honest, and collaborative. Together, we put students first.

COLLECTIVE COMMITMENTS
Each member of the TES staff will:
➢ Develop a culture of growth mindset, while giving grace to myself and others.
➢ Demonstrate P.R.I.D.E. to our colleagues, students, and families.
➢ Pursue collaborative relationships with students, staff, and families through effective communication and achieving common goals.
➢ Improve our practice by using common assessment data to inform, revise, and drive instruction to meet the needs of all students.
➢ Promote success for all students by applying a variety of instructional strategies and utilizing our guaranteed, viable curriculum.
➢ Engage in meaningful, job-embedded staff development to enhance our professional skills.

SCHOOLWIDE GOALS *(2024-2025)*
❖ IREAD3: 2nd Grade- >60+% of students Pass or On Track; 3rd Grade- 95% pass
❖ ILEARN: Math- 60% Pass Rate; ELA- 45% Pass Rate
❖ 65% of students will attend 94% or more of the school year
❖ 85% of TES professional staff will be involved in at least one extracurricular activity

BOARD POLICY

It is the responsibility of employees to be aware of existing Board Policy. Board Policy can be found on the corporation website.

DISCRIMINATION STATEMENT

It is the policy of the Tipton Community School Corporation not to discriminate on the basis of race, color, gender, religion, national origin, age, disability, or limited English proficiency in its educational programs, or activities, or employment practices, as required by Title VI and VII (Civil Rights Act of 1964)v, Title IX (Education Amendments of 1972), Section 504 (Rehabilitation Act of 1973), Americans with Disabilities Act, and the Indiana Civil Rights Act. If you have experienced discrimination in such educational programs or activities, written inquiries about procedures that are available for consideration of complaints alleging such discrimination should be directed to the Tipton Community Schools compliance officer - Scott Jaworski, Assistant Superintendent.

ANNOUNCEMENTS

At 8:00 AM students will give morning announcements over the public address system (all 4th grade students will be given an opportunity). All staff and students are to stop what they are doing for the Pledge of Allegiance and morning message. Any other information for the entire elementary may be announced. Please give information to the office the night before or by 7:45 AM that morning. **Our expectation is that students and staff will stop and listen to our morning message. We ask that you help model this process for our students to show it is an important part of our school day.**

SECTION I: ATTENDANCE/ABSENCES

School Day for Students and Staff

Tipton Elementary School doors open to admit students at 7:40 am on a regularly scheduled school day. Announcements begin at 8:00 am, and students are tardy at 8:10 am. Students are dismissed from school at 2:55 pm for the car rider bell and 3:00 pm for the bus riders. When a 2-hour delay is in effect, school doors will open at 9:40 am. Students will have the same 2:55 and 3:00 pm dismissal time on a 2-hour delay schedule.

Teachers are expected to be in the building and ready for work from 7:40 am until 3:10 pm. In the event of a 2-hour delay, teachers are expected to be ready by 9:40am. The dismissal time will remain 3:10pm. Any staff member that develops a trend of tardiness or leaving early without prior approval is subject to disciplinary action.

Time and Effort
If an employee works on multiple activities or cost objectives, a distribution of the employee's salary and wages must be supported by a Time and Effort Log or equivalent documentation. Refer to Board Policy 6116 for more information. A copy of the Time and Effort Log is attached to this handbook.

Teacher Absences
Staff planning to be absent from school will enter their absence as soon as possible using the WillSub system. **If a staff member becomes ill in the morning before school or needs to take off due to emergency, the absence is to be recorded in WillSub as soon as possible, and a text message should be sent to Deb Kuhn (765-860-2671) and Brian Johnson (317-518-8934).**

Accessing WillSub
1. Login to WillSub at willsub.com (the corporation will create an account for the teacher)
2. Click on the "Requests" tab at the top/left of the page and select "New"
3. Click on "regular request"
4. Fill out the details on the form
5. Make sure the "substitute required" field is "yes" unless a substitute will not be needed.
6. Professional development workshops that are preapproved are coded as *Professional Development*
7. If the absence is for *Professional Development, include* where the professional development will be held and the nature of the professional development in the "notes to the administration" section
8. If the absence is *Bereavement*, then include the relationship of the bereavement in the "notes to the administration" section
9. If the absence is due to being ill or family illness and you have no sick days left or the absence is preapproved by administration as "leave without pay," the absence will be coded as *Dock*.

Staff Leaving School/Campus
If it is necessary for a teacher to leave the premises during the school day, that teacher should sign out and in (upon arrival) in the office or contact the office. Teachers are expected to remain in the building until 3:10 P.M. in the event that patrons call or visit. If at any time it is necessary for you to leave earlier, please notify an administrator beforehand. If an administrator is not in the building or available, please notify one of the office secretaries.

SECTION II: SUPERVISION

Proper supervision of our students is critical to a safe learning environment. All staff assigned an arrival, dismissal, and/or supervisory duty during the school day are expected to be at that duty location by the time listed on the master schedule. If a staff member cannot be at their supervision location, he/she is expected to make arrangements to ensure the duty is covered.

Any staff member that develops a trend of tardiness to a duty or failure to fulfill a duty is subject to disciplinary action.

Arrival
Students may enter the building at 7:40 am. Upon arrival, all students may go to the cafeteria to eat breakfast. Breakfast is served daily 7:40-8:00 am. All bus riders will stay in the cafeteria whether they are eating breakfast or not where they will be supervised and dismissed to classrooms at 7:50 am. Car riders who do not eat breakfast will stay and be supervised in the entrance hallway until they are released to classrooms at 7:50 am. For students who aren't done eating or arrive in the cafeteria after 7:50 am may be dismissed to class as they finish. No food is allowed outside the cafeteria. We will accommodate students who need a little extra time to eat and dismiss them from the cafeteria by 8:05 am.

Classroom teachers are expected to be at the doorway of their classroom by 7:50 am to greet students.

Recess (Outside & Inside)/Lunch
Staff members may be assigned cafeteria supervision duty and/or recess supervision duty. Please check the master schedule for these assigned duties. Grade level teams (classroom teachers) will be responsible for supervision of their grade level's recess. The special education team (teachers and paraeducators) will be responsible for cafeteria supervision during lunch. Each grade level and special education team chair, with the input of team members, will be responsible for creating a schedule to ensure that proper supervision of outside recess and lunch based on the following criteria:

- Outside Recess: Grade level teams with five classroom teachers will have at least three teachers supervising recess each day. Grade levels with four classroom teachers will have at least two teachers supervising recess each day.
- Inside Recess: Classroom teachers will be responsible for supervising their own classrooms during inside recess.
- Lunch: There should be at least one special education teacher and two special education paraeducators in the cafeteria at all times for grades 1-5. For Kindergarten lunch, one special education teacher should be in the cafeteria along with all Kindergarten paraeducators.

With our students getting 30 minutes of recess daily and our youngest getting more, it is evident that we value this time and feel it is important for our students. We expect our students to be focused on learning and on their best behavior all day. However, the students that need this time for free play the most are often the ones who get it removed as a negative consequence for their behavior and/or lack of work completion. Recess is a critical part of the day for all children as they need time to get their energy out and socialize with other children outside the classroom, and there is plenty of research to back this. Here are some parameters around recess and students losing recess as a negative consequence:

- A maximum of half the recess may be removed from a student as a negative consequence for behavior and/or lack of work completion (Instead of setting a specific number of minutes as the maximum, it is set at "half" so that the student gets at least half the minutes in the case recess is shortened.)
- If a student does any amount of recess removed, that student will be in the same location as the students participating in recess (ex: If recess is outside, any student who has to sit out must be outside as well. Work can be completed outside, if necessary. A student or group of students may not stay inside with an adult due to a negative consequence while the other students are outside).
- Please stay tight to the recess schedule as transition times are close together.

Classroom/Restroom
Students should be supervised in the classroom and restrooms at all times. If you are the only one supervising students and need to leave the room or space for an emergency, please make a colleague and/or the office aware and someone will supervise the students for you.

Teachers should stay with their class at all times and supervise the restroom area when taking whole class restroom breaks. Standing at the classroom door while students are in the restroom or going to the office leaving students without a staff member supervising in the hallway during whole class restroom breaks is not proper supervision.

Hallway
There are times students will be walking in the hallway without direct supervision such as walking to the office/nurse, transitioning from location to location when they aren't with the whole class, etc. However, this should not be the norm and only in special circumstances. When possible, send students in pairs when an adult is not able to escort them.

Under no circumstances should students be left in the hallway by himself/herself without proper supervision due to behavior/disciplinary reasons or to complete work. If a student is placed in the hallway for reasons such as a break or walk to calm down, it must be documented in a formal classroom behavior plan developed for that student and/or Individualized Education Plan (IEP).

SECTION III: PROFESSIONALISM

We are all representatives of a proud profession. Our acts and words should always work toward enhancing the dignity of ourselves and of our profession. We are primarily responsible for the opinion that the public has of the educational process. Everything we do or say either strengthens or weakens our position. The responsibility is ours. It is expected that we treat others in a positive and respectful manner.

Staff Ethics (Board Policy 3210)

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the School Board expects all professional staff members to maintain high standards in their working relationships. Professional staff members in the performance of their professional duties will:

A. recognize basic dignities of all individuals with whom they interact in the performance of duties;

B. represent accurately their qualifications;

C. exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;

D. seek and apply the knowledge and skills appropriate to assigned responsibilities;

E. keep in confidence all student related information unless such information needs to be shared in the discharge of their professional responsibilities;

F. ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;

G. avoid accepting anything of value offered by another for the purpose of influencing judgment;

H. refrain from using their position of public property, or permitting another person to use an employee's position or public property for partisan political or sectarian religious purposes. This will in no way limit constitutionally or legally protected rights as a citizen;

I. treat staff, students, parents and patrons with respect;

J. addresses the public in a polite, courteous, business-like manner.

Staff Dress And Grooming (Board Policy 3216)

The School Board believes that professional staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner towards the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. All professional staff members shall, when assigned to Corporation duty:

A. be physically clean, neat, and well groomed;

B. dress in a manner consistent with their professional responsibilities (business casual);

C. dress in a manner that communicates to students a pride in personal appearance;

D. dress in a manner that does not cause damage to Corporation property;

E. be groomed in such a way that their hairstyle or dress does not disrupt the educational process nor cause a health or safety hazard.

Lesson Plans/Instruction

When walking into a classroom where principles of high-quality instruction is evident, the administration would expect the lesson to be well-planned in advance of the class. The classroom should be well-managed where students know the expectations and behave accordingly to allow for smooth transitions. Students should be engaged in the lesson through

active participation. When appropriate for the lesson, student engagement should be seen through collaboration with the teacher and their peers. Instruction and activities should be clear and concise. Higher-level thinking skills and differentiated practices should be used regularly along with the use of checks for understanding.

For classroom instruction to be effective for students, the administration would expect that all teachers demonstrate the following:

- Classroom management that is effective and well established which would allow smooth transitions in classroom activities.
- Classroom expectations and procedures are communicated to and clearly understood by students and parents.
- Classroom lessons are well-planned and implemented for students to be actively engaged in the learning process. The objectives of each lesson should be clearly displayed and communicated to the students and referenced by both the teacher and students through the lesson.
- Classroom instruction is adjusted, as needed, based on the teacher checking for understanding, assessment results, and differentiation.

Teachers should also have lesson plans developed on days they are absent and readily available to the substitute teacher and administration. It is best practice to have a sub folder with lesson plans, a class roster, and supervision duties listed in it. Be very detailed and specific with instructions for all staff who need them.

Tipton Community Schools' Elements of an Effective Lesson

Elements	Purpose	Description	Examples in Action
Clear Learning Outcomes	*What do we want our students to learn?* *Why is this relevant for our students to know this?* *What essential questions are the students trying to answer?* *Can students explain the content & its importance?* *Am I allowing students to guide their own learning?* *Am I giving examples of what success looks like?*	• Aligned to your standard • Clear, concise, in student language • Posted in classroom • Teacher clearly describes/references learning outcomes during lesson • Students can articulate learning outcomes to others	"I can estimate irrational numbers." (Standard indicator) "Will somebody remind us what our learning outcome is?"
Anticipatory Set	*How will I activate or supply background knowledge?* *How will I connect big ideas between topics?* *How will I guide information processing, visualization, & manipulation?* *How will I spark student excitement or interest in content?* *How can I ensure my routines, transitions, & procedures are well executed?* *Am I helping students develop personal coping skills & strategies?*	• Activate prior knowledge • Review pertinent vocabulary • Introduce purpose & relevance • Connect to cross-curricular content • Apply to real-world examples • Eliminate barriers to your lesson	The Hook Bell Work/Morning Work Provide students with necessary tools (number lines, alphabet sheets, calculators, etc.) Connect to current/local events Students choose

	Do I have appropriate accommodations for ELL & IEP students? *What resources are available to support student learning?* *How will I minimize threats & distractions in the lesson?* *Is the lesson engaging & challenging to all students?*	• Offer students options wherever possible • Systems are in place to make transitions more efficient • Materials & resources are prepared & accessible as needed • Differentiate classwork • Intentionally designed seating charts	their groups, assignments, class rules, etc. Expectations are established & followed Materials are available for borrowing Google Classroom is utilized to make resources available Adapt classwork to students' ability level Class is not in rows & columns
Authentic Learning Experiences	*How will the lesson be delivered?* *How can I offer multiple ways to share the content?* *How will students react to the content?* *How can I provide appropriate scaffolding?* *How can I explain this in the most direct & efficient manner?* *What barriers (both real & perceived) are impacting students' ability to learn the content?* *What ways have I provided student voice & choice?* *Is the lesson accessible & challenging to all students?* *Are there ways students can reflect on their progress & achievement?* *How will I minimize threats & distractions during the lesson?* *How will I predict misunderstandings?* *Am I asking different levels of questions?* *What opportunities do students have to clarify vocabulary?* *How can I encourage collaboration during the lesson?* *How are we creating authentic learning through real world situations?* *What resources are available to support student learning?* *Does my plan provide explicit learning strategies, multiple representations of information, direct instruction to address new vocabulary, frequent opportunities for response and practice?*	• Multiple modes of note-taking • Offer ways to customize the information • Offer different ways for students to grapple with the content • Consider variability of students' ability to access the content • Offer alternatives for auditory & visual information • Support decoding of text, mathematical notation, & symbols • Highlight patterns, critical features, big ideas, & relationships • Illustrate through multiple media	Direct Instruction Inquiry-based Learning, labs, etc. Teach the learning objective in a clear and concise way Skeleton notes Offer paper & digital copies Teacher modeling or "think-aloud" Remind students where to find resources & materials. Give strategies for "stuck" students. Rich conversation Discourse Debate Learning from text Continued exploration Skill practice & feedback. Think time Appropriate Depth of Knowledge of questions Graphic Organizers
Guided Practice	*How will I modify instruction if misunderstandings occur?* *What will students do who finish early?* *Are students provided with multiple ways to demonstrate their learning?* *What opportunities do students have to clarify vocabulary?* *How can I encourage collaboration during guided practice?* *How can I provide appropriate scaffolding?* *What resources are available to support student*	• Allow students to process the information and make mistakes. • Give students multiple ways to practice. • Give examples of how to rectify them. • Anticipate barriers and try to give freedom to try multiple options. • Allow students to work in	I do, We do, You do (all), You do (individually) Students can respond using manipulatives, whiteboards, digital platforms, etc. Direct teacher interaction with students

		groups or independently when appropriate. ● Doing something with content knowledge and the teacher is leading/guiding/supporting that work. ● Build fluencies with graduated levels of support for practice and performance.	Immediate feedback provided
Checks for Understanding	*How will I systematically assess mastery of the objective?* *Am I asking different levels of questions?* *Are students provided with multiple ways to demonstrate their learning?* *Are there ways students can reflect on their progress & achievement?* *How can I provide appropriate scaffolding?* *What understandings or insights do I want students to develop by the end of the lesson?* *Are they well-articulated to students?*	● Assess the progress of students. ● Allow students to self-assess. ● Students will demonstrate their understanding and mastery. Try to allow multiple means of expression if possible. ● Use data to judge level of mastery ● *Allow for reteaching	Informal assessments (fist to five, quick polls, thumbs up/thumbs down, etc.) Exit Tickets Trivia games (Kahoot, Quizlet, Quizziz, etc.) Whiteboard checks Self-grading Pop Quiz *Reteach when needed
Meaningful Feedback	*What evidence am I collecting to provide feedback on student learning?* *Am I providing mastery oriented feedback?* *Will I provide verbal or written feedback?* *Does this require a grade?* *What is the goal of this assessment?* *What will I consider as evidence that a student has mastered the content?* *Does it support UDL principles by offering multiple ways to demonstrate their understanding?*	● Let students know where they fall (emerging, proficient, mastery) ● Let students know where they can improve ● Let students know what they did well ● Does not need to be a grade.	Individual conversations with each student Modify Instruction Identify strengths and weaknesses Goal Setting Communication with Family (where the student is struggling/succeeding, & how the family can support)
Tiered Independent Practice	*How can I extend student learning experiences?* *Am I using data to adapt my lesson?* *What will students do who finish early?* *How can I encourage collaboration during the lesson?* *Are students provided with multiple ways to demonstrate their learning?* *How can I provide appropriate scaffolding?* *How will I design the exploration activity to give students the opportunity to think, investigate, probe, inquire, collect information, question, test, make inferences about relationships and problem solve?* *Does my classroom offer flexible spaces for students to work?*	● Keep the goal posted & accessible. ● Keep resources in a clear place, allow multiple means of representation for resources if possible. ● Provide appropriate scaffolding. ● Allow students to self-assess.	Intervention Morning work Small group work Learning outcomes posted Differentiated Assignments Challenge or extension activities

Professional Development
Professional development is an important part of maintaining an effective school teaching staff. At Tipton Community School Corporation, we encourage ongoing professional development at a local level as well as meeting training requirements mandated by the state of Indiana. Professional development topics should reflect and enhance the school and corporation goals.

eLearning/Professional Development
Tipton Elementary School will have 3 eLearning days during the school year. That day will be used for corporation wide professional development. Teachers are expected to provide students with their elearning assignments by 3pm the previous school day. Teachers will receive a schedule of activities for the day. That will include times to check on students and times for professional development activities.

Workshops/Conferences
If a staff member would like to attend a workshop or conference, the staff member should make a request to his/her building administrator for approval through the TCSC Professional Development Request and if approved, complete the TCSC Purchase Request if there is a cost for the workshop or conference. Priority will be given to workshops most closely aligned with the school and corporation goals and is dependent on budget availability. Staff members that attend a workshop/conference are expected to present that information to fellow staff members so that all staff may benefit from the information/skills gained.

State Required Training
The state of Indiana has several training areas that are required of school staff members. Those can be accessed through the SafeSchools Training website (tcsc-in.safeschools.com). The corporation office will create an account that will give an individual staff member access to the site. Once logged in, staff members will complete the videos in the required menu. Once completed, the training area will have a date of completion. Training will need to be completed by the given deadline.

Staff Meetings
Staff meetings are usually once a month, on the third Tuesday after school. These meetings will be designed as professional learning opportunities focused on our school goals.

Staff Children at Work
Teacher workdays, and days worked when school is not in session, are considered regular workdays, with regular work hours. Employees' children and/or pets should not be brought in on these days unless in an emergency situation. In such cases, the employee should get approval from their building level administrator.

SECTION IV: REPORTING AND RECORDS

Attendance

Attendance will be taken each morning on PowerSchool. Taking attendance is mandatory.

1. Login to PowerSchool
2. Take attendance

PowerSchool

Teachers are to keep accurate records for attendance, student progress, discipline, and parent contacts. These items are to be recorded in PowerSchool. All other items related to the classroom such as, but not limited to, lesson plans, classroom activities, assignments, assessments, and/or other requirements are to be communicated through Google Classroom or a form of communication that is created by the teacher.

Grades/Progress Reporting

Report cards will be done on PowerSchool. Gradebooks should be finalized on PowerSchool by the deadline established for each grading period. Report cards will be made available to families in a timely manner.

Graded activities need to be evaluated and posted to PowerTeacher gradebook within five school days of the due date.

a. Incomplete grades are only issued in the case of illness or other excused absences.
b. Missing or late assignments will be labeled as "missing" in the gradebook until they have been completed. Missing assignments should not be left as blanks.
c. Students may make up any incomplete, missing, or late assignments at any time within the grading period without a grade penalty. Once the grading period has ended, any work assigned within that grading period can not be made up.

The primary method of informing parents about student progress will be PowerSchool. Grades on PowerSchool are to be updated weekly except for longer assignments/projects. Grades on PowerSchool are to be fully updated every week of each nine week grading period. Parents who indicate that they have no way of accessing PowerSchool will receive a printed progress report at the 3rd and 6th week of each grading period. Parents have the option to sign up for PowerSchool updates; therefore, teachers will encourage parents to do so.

Tipton Elementary Grading Scale

A+	100	D	67-64
A	99-95	D-	63-60
A-	94-90	F	59-0
B+	89-88		
B	87-84		
B-	83-80	"S" Grading Scale	
C+	79-78	S+	90-100
C	77-74	S	89-80
C-	73-70	S-	79-70
D+	69-68	U	69-0

Quarterly/Semester Grades

Grades will be issued to each student following the end of each nine-week grading period. These grades will be available on PowerSchool. Parents should know when to expect these grades and then discuss with the student the evaluation of his/her progress.

We encourage conferences between parents and teachers in order to discuss any problem which a student may be having. Lines of communication must be kept open so that both teachers and parents are aware of and understand all of the factors that may be related to the problem. Please do not hesitate to contact the school on any matter in which you have a concern.

Academic Honor Roll

Honor roll is awarded quarterly to students in Grades K-5 with A's (S+) and B's (S) in all subject areas. Citizenship will not be included in academic honor roll.

Citizenship Awards

Citizenship awards will be separate from academic honor roll and awarded quarterly to students in Grades K-5 with A's (S+) in citizenship for behavior within their grade-level classroom. The special areas team will award two students per class a citizenship award at the end of the school year for their overall behavior in special areas. Citizenship grades and awards are based on our TES PRIDE expectations.

Bring Up Grades (B.U.G.) Awards
At the end of the 2nd, 3rd & 4th grading periods, students who have brought up one or more grades without dropping any other grades will be recognized. Citizenship grades are included in B.U.G.

Retention

Some children may benefit from the opportunity to continue in the same grade for another year. Because of this, we have developed criteria to assist in the decision. These decisions are based on data along with the teacher's knowledge of the student. Below assessments and information may be used in this decision:

Light Retention Scale	iReady Math & Reading Assessment
Grade-level Assessments	Attendance
ILEARN (Grades 3-5)	IREAD-3 (Grade 3)
Teacher Input	Reading Benchmark/Level
Age of Student	Social/Emotional Factors

If retention is a possibility, parents/guardians should be notified by the teacher early in the school year and will be asked to come to school for a conference with their child's teacher. After this meeting and/or additional meetings, the child's teacher and the child's parents will make a recommendation to the principal for a final decision on promotion or retention. It is our intention to have parents fully involved and informed regarding retention. We are hopeful that parents, the teacher, and the principal will be in agreement regarding this important decision. The Board will comply with the requirements of the Indiana Department of Education regarding the consequences for students in grade three who fail to pass the Indiana Reading Evaluation and Determination Assessment (IREAD-3).

Accordingly, if a student does not pass the IREAD-3 assessment either during the spring or summer assessment window and is not eligible for a *Good Cause Exemption*, the student shall be considered for retention based on the student's overall academic performance in all subject areas. The school shall make one (1) of the following determinations:

A. Retention is necessary based on the overall academic performance of the student in all subject areas. The student should be reported to the State as a 3rd grader in the subsequent school year, and the student should receive 3rd grade instruction in all subject areas.

B. Retention is not necessarily based on the overall academic performance of the student in all subject areas. The student should move onto the next grade level. However, the student will continue to receive 3rd grade reading instruction during the subsequent school year and must retake the IREAD-3 assessment until the student passes the assessment or qualifies for a *Good Cause Exemption*.

Permanent Records
Each teacher is responsible for keeping the permanent record of each of his/her students current, including the address. Records are to be kept on file in the school office except when the teacher is working on them. Do not leave them in your room overnight. Records are not to leave the building. Volunteers and/or students are not to handle permanent records.

FERPA
FERPA is a federal law that requires confidentiality of student information by telling schools what information it may share, and when & who they may share such information with. It also gives parents the right to consent to the disclosure of their child's personally identifiable information ("PII"). Under FERPA, you cannot share non-directory, PII information without parental consent. Generally, you can share directory information without parental consent, unless parents have told the school otherwise. Directory information is educational records that are generally not considered harmful to students if publicly released, such as name, age, address, and grade level. Non-directory information is educational records that are more sensitive than directory information, such as social security & student ID numbers, grades, disciplinary history, and attendance record.

Student Privacy and Parental Access to Information (Board Policy 2416)
TCSC respects the privacy rights of parents and their children. No student shall be required as a part of the school program or the corporation's curriculum, without prior written consent of the student or his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information about that student. Please refer to Board Policy 2416 for more information.

Accidents
Anyone injured on the job must report this injury immediately. You have only seven days from the date of injury to report such to Workman's Compensation. Accident reports and Workman's Compensation forms are available in the school office. If injured, please fill out a report as completely as possible and return to the office. The office will then forward it to the Superintendent's office. If the accident requires treatment, you are to go to Tipton Hospital, tell them you are there because of an accident at work and it is under Workman's Compensation. If these procedures are not met, Workman's Compensation may disallow any claim, which would have the employee responsible for medical bills and also enforce a fine on the school corporation.

Injured students should be sent or taken to the office immediately. If the student should not be moved (or if it is not clear whether or not the student should be moved) please notify the office immediately. DO NOT leave the student. If you send a student to the office who has been injured intentionally or in a fight, please advise the office of this. Do not make the injured student responsible for conveying this information. In the event that a student is injured in an accident on the school grounds, the adult who was supervising is required to complete an accident form and leave it with the principal before leaving school that day. A duplicate copy will be made. Forms are available in the office.

Reporting Child Abuse and Neglect (Board Policy 8462)

As an agency of the State, the School Board is concerned with the physical and mental well-being of the children of this School Corporation and will cooperate in the identification and reporting of cases of suspected child abuse or neglect in accordance with law.

Each staff member employed by this Corporation shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse, abandonment, cruelty, or neglect resulting in physical or mental injury to a student by other than accidental means. If a staff member has reason to believe a child is a victim of abuse or neglect, s/he shall immediately make a report to the Department of Child Services ("DCS") by calling the Indiana Child Abuse and Neglect Hotline at 1-800-800-5556 or the Tipton Police Department. After making the report, the staff member shall notify the appropriate building administrator of the circumstances that led to the report that the staff member made to DCS or the police.   The building administrator shall document the report and, if unable to confirm the date and time it was made and/or the identity of the person to whom the report was made, shall contact DCS or the police to ensure that they have received the report and an investigation has begun.

The building administrator shall secure prompt medical attention for any such injuries reported. Information concerning alleged abuse or neglect of a student is confidential information and is not to be shared with anyone other than the administration, DCS, the local prosecutor, or the police. Unless the parent is the subject of the investigation, the Corporation shall notify the parents that a report was made.

Failing to report suspected child abuse or neglect is a Class B misdemeanor, which is punishable by up to 180 days in jail and a $1,000 fine. A staff member who violates this policy in any way may be subject to disciplinary action, up to and including termination.

SECTION V: PROGRAMS

Academics

Each teacher is expected to provide the parents and students in their class a course syllabus. The course syllabus should include class expectations, grading policy, classroom discipline procedures, and other necessary classroom guidelines. It is the expectation that students will be actively engaged in critical thinking and problem solving. All work should be meaningful in the classroom.

Textbook Adoption Cycle
2024-25 Language Arts/ Foreign Language
2025-26 Social Studies
2026-2027 Math

Homework
According to John Hattie's latest Visible Learning Research, homework has an effect size of 0.29 with 0.40 and above having a significant impact on student learning. While it

can be used to reinforce learning in the classroom, it can also be a major source of frustration for elementary students and families due to the amount and time spent during the evening along with possibly not having the appropriate support to complete the work outside the classroom for various reasons. When we have students complete work at home, we don't know exactly the level of support they received therefore not knowing if it is an accurate measure of their learning of the content. Even if we don't necessarily take an "academic" grade on it and only grade on participation, we still have students who may not complete it for various reasons causing frustration for the students, teacher, and family. With this being said, here are the parameters around homework at TES. We are expecting teachers to give no more than 30 minutes of homework total each night for grades 3-5, 15-20 minutes for grades 1-2, and 10 minutes for Kindergarten. Homework should be limited to the following:

- Independent reading and/or reading with a parent/sibling
- On-going projects - there should also be time to complete these projects in class
- Independent work that a student didn't complete in class after given ample amount of time in the classroom. This should include only work that can be done independently without any assistance based on the individual student's ability. This should NOT be a worksheet in addition to their in-class independent work.
- Foundational skills: letter/sound identification, sight words, fluency sentences, math flash cards

UDL
Universal Design for Learning (UDL) is an approach to teaching aimed at meeting the needs of every student in a classroom. UDL is the adopted framework for the Tipton Community School Corporation. Classrooms should include the following UDL elements:
1. *Posted Lesson Goals*
   Having goals helps students know what they're working to achieve. That's why goals are always made apparent in a UDL classroom. Each lesson should have a learning goal posted.
2. *Assignment Options*
   In a traditional classroom, there may be only one way for a student to complete an assignment. With UDL, there are multiple options. For instance, students may be able to create a podcast or a video to show what they know. Assignments should focus on allowing students to meet the lesson goal.
3. *Flexible Workspaces*
   UDL promotes flexibility in the learning environment. A UDL classroom should include flexible work spaces for students. This includes spaces for quiet individual work, small and large group work, and group instruction.
4. *Regular Feedback*

With UDL, students should get feedback, often every day, on how they're doing. At the end of a lesson, teachers may talk with individual students about lesson goals. Students are encouraged to reflect on the choices they made in class and whether they met the goals.

5. *Access for All Students*

UDL recognizes that if students can't access information, they can't learn it. In a UDL classroom, materials are accessible for all types of learners. Accommodations should be made for all students to ensure their success in the classroom.

Special Education (IEP), 504s, and Multilingual Learners (ILP)
Special education services will be provided when a student qualifies for services. There are times when the schools will have a student enrolled that requires personal, intimate attention. These students have disabilities that require adult assistance in taking care of their personal needs, such as using the restroom or bathing. To assist these students, staff members must be properly trained to ensure the safety of the student.

This training will consist of at minimum:
● Before any training begins, the parents will be directly contacted (telephone or in person) by the building principal and/or the Teacher of Record to discuss the training being proposed.
● Whenever possible, the parents will be invited to be involved with the training.
● The purpose of the training is to ensure the proper movement of the student to protect the student and the adult from any possible injuries and to establish the techniques in helping the student with the prescribed function(s).
● Every effort will be made by the TCSC staff to protect, as much as possible, student's rights and modesty.

Accommodations/Modifications
For students with an IEP, 504, or ILP, accommodations and modifications are written into these documents in most cases. If you disagree with it or feel it is not necessary, we are **required** to provide it. For students who don't have an IEP or 504 but an accommodation/modification has been recommended, there are reasons behind it. Please don't take the approach that is just a "crutch" or expectations are being lowered for that specific student. Once again, there is a reason it has been suggested, and it is to support the student in being successful. If you have questions in either situation, please reach out to the special education teacher and/or administration. We are here to support you, and we will give you the "why" behind it.

School Counseling and Outside Counseling/Behavioral Health Services
Tipton Elementary School offers services of one school counselor/social worker. The role of the counselor is to provide services to all students in coordination with our teachers, staff, and outside counseling/behavioral health agencies. The counselor will provide classroom lessons

throughout the year. See the counselor for specific procedures for student referrals to her along with any outside counseling/behavioral health services from which a student may benefit.

SECTION VI: FIELD TRIPS (BOARD POLICY 2340)

The School Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Please refer to Board Policy 2340 for more information.

Procedures
The [TES Field Trip Request Form](#) is to be submitted to the Principal at least one month prior to the field trip date and approved prior to confirming. After receiving approval from the Principal, please complete the [TCSC Transportation Field Trip Request](#) at least three weeks prior to the field trip date. Students are expected to behave according to the Student Code of Conduct, and teachers should have a copy of each student's Emergency Medical Authorization Form and Field Trip Permission Form in their possession.

Overnight/Out of State Trips
The Board shall approve those field trips and other Corporation-sponsored trips which take students out of State and/or keep students out of the Corporation overnight or longer. Requests shall be presented to the building administrator with all important information included such as, number of students participating, location of trip, itinerary, number of chaperones, and purpose. The building administrator shall submit a recommendation to the Superintendent prior to an upcoming Board Meeting.

Chaperones
All chaperones must complete and pass a background check before being allowed to go on any field trip. Please allow sufficient time to complete this requirement before the scheduled field trip departure date. Chaperones must also be at least 25 years old.
 Chaperones may not:
1. Use, sell, provide, possess, or be under the influence of drugs or alcohol
2. Use tobacco in the presence of, or within the sight of, students
3. Possess any weapon
4. Administer any medication, prescription or non prescription, to students
5. Sleep in the same room as students on overnight trips
6. Be alone with a student

Students must be supervised at all times while on the trip. Chaperones should account for all participants regularly and before changing activities. Chaperones are expected to model appropriate behavior and enforce school rules while on the trip.

SECTION VII: TECHNOLOGY

Setting up a Google Classroom
Learning Management Systems are basically online classrooms. They allow teachers to create a classroom web presence and will greatly enhance accessibility to the curriculum. 1 to 1 is not just about what happens in the classroom but creating a mobile environment to enhance learning with 24/7 access. An LMS will improve classroom organization, help students when they miss class, inherently build digital literacy, and add many more benefits. Tipton Community School Corporation supports and provides training for Google Classroom as it's the official LMS.

1. Bring up the Google browser page
2. Click on the waffle (grid) on the upper right hand side of the page.
3. Find the "Classroom" icon and click on it
4. Click on the "plus" icon on the top right of the page and select create a new class
5. Fill in the information for the class and click "create"
6. To add students either share the class code with the students or add them individually by clicking on the "people" tab at the top of the page and then clicking on the "people +" icon.

Acceptable Use Policy
A good AUP is critical because it will support teachers with guidelines for appropriate technology use. Teachers will set up their classroom guidelines to supplement the efforts of the official Tipton Schools AUP. Teachers will include guidelines concerning when it is and is not acceptable for students to be on their device. Teacher guidelines will be for the purpose of keeping the classroom dynamic but still manage it the best way that works for the teacher while promoting student success.

Use and Care of Equipment
Staff should handle and use their school equipment in the same manner as specified in the 1:1 Handbook provided in the staff documents.

Technology Support
Teachers will have a contingency plan ready when the Internet is down. This contingency plan will continue with the planned objectives for the day being addressed in a different format. This will hopefully be a rare occurrence, but having a contingency plan ready will make these occurrences much less frustrating for the teachers and the students. Teachers that have technology issues should contact the building tech support person. If that person is unavailable, contact the corporation technology director. For assistance in using technology in the classroom for instructional purposes contact a building tech integration specialist. For a list of those individuals, please see the building administrator.

Digital Citizenship
Digital citizenship will be a regular component of the classroom. No matter what the subject area, there will be an opportunity to promote proper and meaningful use. One of the roles of the

teacher will be to guide students toward becoming skilled and capable citizens with an appreciation for knowledge. Please see Common Sense Media (commonsensemedia.org) for more information and resources.

1:1 Computing

Teachers should be familiar with the 1:1 Handbook and expect students to abide by its guidelines.

Teachers should plan their lessons and instructional strategies to monitor students while the devices are in use. If teachers are instructing and students are not to be on their device, then teachers should instruct that lids be down and ear buds off, so that students are not able to use their device. It is suggested that students use their device only as an educational tool while at school. Teachers may have the option of allowing certain privileges with the device within reason at their discretion but must realize that these privileges may be difficult to monitor.

Issues involving computer damage will be handled as discussed in the 1:1 Handbook. The following guidelines will address proper computer usage and conduct.

• Violations of proper computer usage and/or computer conduct are considered behavior violations and may result in the following:

1. First, concerns should be handled within the classroom setting with classroom consequences and documented as a classroom discipline referral (unless it violates major behavior expectations). The teacher is to make a parent contact if this becomes a habitual problem prior to referring the problem to the office.
2. Concerns referred to the office are to be documented as an office discipline referral.

• A student who is expelled from school will be required to turn in their computer for the duration of the expulsion and will still be responsible for any computer damages or fees.

eLearning

When an eLearning day is scheduled or called by the Corporation Office it is the teacher's responsibility to provide the students instruction online. If an elearning day is planned ahead then lessons and assignments must be posted for students by 3pm the day before the scheduled elearning day. If an elearning day is called on that day then lessons and assignments must be posted for students by 9am that morning. More guidelines on eLearning Days can be found in the eLearning Plan.

Social Media Guidelines

These Social Media Guidelines are not intended to be considered policy, but merely serve to provide guidance regarding recommended best practices for professional social media use and electronic communications vs. personal social media use and electronic communications.

Where applicable, the current Board Policy is clearly stated. As a corporation that promotes the use of technology as an accelerator of learning, Tipton Community School Corporation recognizes the value of teacher inquiry, investigation, and innovation using new technology tools

to enhance the learning experience. TCSC also recognizes its obligation to teach and ensure responsible and safe use of these technologies. These guidelines address employees' use of professional social media networks. Staff members have an influence over society by virtue of your position.

Artificial Intelligence (AI)

To enhance learning experiences and streamline educational processes, staff may utilize AI programs for tasks such as grading, feedback generation, and personalized learning. Student privacy and confidentiality remain our utmost priority throughout these processes. When AI is used in the classroom, students should be reminded that using AI tools should complement their learning journey and not serve as a means to evade their academic responsibilities or ethical obligations. Utilizing artificial intelligence to produce content and representing it as original work will be considered plagiarism and may be disciplined accordingly.

SECTION VIII: SCHOOL FINANCES

Supplies

Instructional budget is used for items used by the teacher for direct instruction. That budget will be given to teachers in March. Any other materials needed should be requested on proper requisition forms and submitted to the principal for approval.

Requests Through the Office

All supply purchases should be made through the department head. The department head will place the order through Spendbridge or Amazon.

1. Log into app.spendbridge.co (see building treasurer for username and password)
2. Choose the "Shop" tab at the top left
3. Click on "Shopping Lists"
4. Click on your department faculty shopping lists
5. Add the items to the cart that is needed by your department
    a. Don't forget to choose the correct amount of each item since it is specified on the the printout and not on the online shopping lists
6. Once you have added everything needed into the shopping cart along with amounts, click on your shopping cart in the top right corner
7. Check your items to make sure everything has been added correctly
8. Click the account code drop down box for each item that is coming from instructional money to add the instructional code (this should be the only code available)
9. Check your total at the bottom to make sure you are within your budgeted amount
10. Click the "Print Cart" option on the top right. Make sure you have a copy for your requisition
11. Choose "Checkout" button
12. Put your name or department in the box under "Ship To"

13. The "Initial Request Note" is only seen by approval. You can type "instructional" or "fees" so the office knows which account your items are to come out of
     a. You can put the instructional and fees items in the same cart as long as you specify in this box as to which items come out of which account
14. Click on "Next Step" button at the top right
15. Check all of your information before choosing the "Submit Request" button
16. Once you have clicked the "Submit Request" button, your order will go to the building treasurer, building principal, and Central Office for approvals

Purchasing Policy
Purchases made with money allocated from corporation funds should be submitted on a requisition form complete with all the necessary information to the building principal. After the purchase is approved by the principal, a purchase order with the proper account number will be typed. Purchase order will then be sent to the central office. After approval by the central office, the pink copy will be returned to the middle school office. When you have received all the items on the order you need to let the secretary know everything is in and ready to be paid. The principal will then sign the pink copy, and it will be returned to the central office. It should be noted on both the requisition form and the purchase order if someone is to retrieve it. Otherwise it will be mailed from the central office after approval. No reimbursements will be made to the faculty or staff. You must make prior arrangements for purchases with the treasurer with requisition approval.

Purchasing Guidelines
1. The budget year runs from January 1 to December 31.
2. Purchasing must be done through the proper channels.
   a. First a requisition is created. This is the process to seek approval for the purchase.
   b. If the requisition is approved, a purchase order is then issued.
   c. This process applies to the use of credit cards as well.
3. Online purchases must follow the same procedure above and have pre-approval before ordering.
4. Schools are strongly encouraged to use the K-12 Purchasing through WVEC to get the best prices.
5. Reimbursements to individuals are not permitted.
6. The corporation cannot and will not pay sales tax. Any purchases made where sales tax is included, the payment of the sales tax will be the responsibility of the individual making the purchase.
7. The corporation has accounts established with local merchants (Needlers, ACE, NAPA, etc.). When using these accounts, the purchases must be pre-approved through the corporation's business office.
8. The corporation maintains a limited number of credit card accounts (VISA, WalMart, Lowes). The use of these credit cards are discouraged, but when needed:
   a. Credit cards must be checked out at the business office.

b. Credit cards must be returned promptly to the corporate office with a copy of the receipt. Receipts must show the items purchased in detail.

9. Purchase orders need to be processed quickly in order to keep track of current obligations. Do not substitute other items in place of the original requisition.

10. If a purchase is made prior to approval, the individual will be responsible for that purchase.

11. Purchase Orders must be submitted by the following dates:
    a. Fall Semester - October 15. b. Spring Semester - April 15.

12. POs issued in the spring must be closed out no later than September 15. If items have not been received by that time, a new requisition may be submitted.

13. POs issued in the fall, and any other outstanding POs, will be closed with the end of the calendar year. If items have not been received by that time, a new requisition may be submitted with the new budget.

14. New budget money is available in January.

Supplies vs Fees

There is a substantial difference between a supply and a fee. A fee, collected from a student, should be applied to materials or equipment that goes with the students. As a parent, if I am given a bill for a fee, I am entitled to ask specifically what that fee is for and it must be supplied. When submitting fees for textbook book rental costs, the request must be documented with what the fee is specifically to be used for. Fees should not be used to purchase what is classified as classroom supplies.

FROM THE SBOA - Any dues collected for the support of classes or social organizations shall be received to the extra-curricular fund for that organization to support the activities. If a student in a vocational (shop, home economics, etc.) class, voluntarily begins a project for which special materials are necessary and which will result in a product which the student will take home for personal use, an amount equal to the actual cost of the special materials may be collected from the student and receipted to a fund in the extracurricular account for the specific purpose of providing the special materials. Any extracurricular fund established for this purpose should contain no balance at the end of the school year since the collections from students equals the expenditures for the materials.

Requisitions

Complete Corporation purchase order request through Google Forms. Once you have completed the requisition and submitted it, the treasurer or secretary will enter it for approval by the corporation office. Keep in mind that this can take several days, depending on the availability of the Corporation Treasurer and Superintendent. Please give yourself plenty of time when ordering items for your classroom. Once the purchase order is approved, the order processor will place the order for you. If, for some reason, you prefer to place the order yourself, please notate this on your requisition and the purchase order will be sent to you for ordering.

Pink copies- the pink copy of the purchase order is the "receiving copy". Once you have received your products or service, and the invoice is ready to be paid, please see your building Treasurer or Secretary to sign the pink copy. This will then be sent to the Corporation office and the invoice will be processed for payment. If your purchase order is for a conference that needs to be paid before attending, you can go ahead and sign the pink copy, indicating that it needs to be paid.

Invoices- if you receive an invoice for your order in the mail or via email, please forward to the Corporation office. Please do not assume that we received one also.

VERY IMPORTANT- All requests MUST be approved before ordering. Failure to comply may render you personally and financially responsible.

ECA Accounts

When requesting money from an extracurricular account please fill out the requisition form (in the treasurer's office) attaching any supporting documentation and turn in to the principal for approval. All requisitions are to be approved by the principal before any order is placed. Once your requisition is approved the treasurer will process and print your check and place it in your mailbox along with a yellow copy of the PO which is yours to keep and the pink copy of the PO which you must sign in the lower left corner and return to the treasurer.

Collecting Money From Students

Teachers should see the building treasurer for the correct forms for collecting money from students. The treasurer has a Field Trip Cash Received Form for use in collecting money for field trips. Deposit forms must be filled out when depositing money in Extra Curricular Accounts. Always attach a new Fundraiser Cash Received Form or Field Trip Cash Received Form to the Deposit Form each time you deposit. The money from a fundraiser or field trip must be deposited as you collect the money. **Do Not Hold The Money Until The Fundraiser Is Complete Or Until The Day Of The Field Trip.** You could be responsible for lost or stolen funds. Do not pay for anyone or buy anything with money collected. Deposit all money and have a check written by the building treasurer. Events that charge admission, such as a dance or concert, must issue a ticket to the purchaser. All tickets must be documented on Form SA-4, reconciled with receipts, and submitted with the proper SA-8 Form.

Money in the Classroom

At various times during the school year, it will be necessary for teachers to deposit with the school treasurer money which they have collected from the students for different reasons. Strict accounting is a must. The following procedure is to be obeyed at all times:

All money must be turned in to the treasurer on the day it is collected. A deposit form (available in the treasurer's office) is to be filled out completely and the money is to be

counted, placed in an envelope and turned in to her. The money will be counted by the treasurer, and if her count agrees with the amount which has been written on the deposit form, a receipt will be written for that amount and placed in your mailbox. You will be contacted if the amount does not agree. Do not ask to leave uncounted money in the safe. Do not leave money in your rooms. A complete financial record will be kept by the treasurer for each account.

Fundraisers

1. Fill out the Request for Fundraiser Form. He or she will approve the fundraiser and the time frame. A fundraiser may not last more than 30 days per State Board of Accounts
2. When distributing fundraiser items to sell, fill out the Sign-Out Form. You will turn this in at the end of the fundraiser
3. When you collect money, fill out the Cash Received Form. This should be turned in with your deposit to the ECA Treasurer. This amount should balance with the amount you put on the deposit form (SA-8) you get from the treasurer. You should turn in a new Cash Received Form each time you make a deposit. If you need more copies, see the treasurer or copy more of the form
4. The final report is the Follow-up Report. Fill out this form and turn it into the treasurer. You will also turn in your sig-Out Form. If you are doing a camp as a fundraiser, you will need to turn in a roster of participants and a copy of the flyer or newspaper advertising the camp. The Cash Received Form will already be turned in with your deposits.

Grants (Board Policy 7230)

The School Board is duly appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

All gifts, grants, or bequests having a value of more than $200 shall be accepted by the Board. The Superintendent may accept for the Board gifts of lesser value.

All accepted gifts, grants, or bequests shall be acknowledged by the Board.

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the Corporation as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board.

Any equipment purchased by an organization for use in the school or at a Corporation-related event shall be submitted to the Board, prior to purchase, so it can determine if the Corporation would incur any liability by its use.

The Board reserves the right to not accept such liability and thus deny the use of the equipment by students or Corporation employees.

Crowdfunding (Board Policy 6605)

This policy applies to the use of any form of crowdfunding utilizing an online service or website-based platform for the financial benefit or gain of the School Corporation – be it a specific classroom, grade level, department, school, or curricular or extracurricular activity. "Crowdfunding" is defined as the solicitation of resources from individuals and/or organizations to support identified activities or projects that enhance the educational program or a specific cause approved by the Corporation. The solicitation is typically from a large number of individuals/organizations utilizing internet-based technologies.

Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extra-curricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval of the Superintendent. All approved crowdfunding activities shall protect the privacy of students, children, and young adults in accordance with Corporation policies and administrative guidelines and applicable State and Federal law, including FERPA and IDEA.

Materials, supplies, equipment, and other proceeds of the crowdfunding activity shall become property of the Corporation or school. Cash or equivalent payment to Corporation personnel is prohibited. All fiscal transactions shall comply with appropriate Corporation policies.
All crowdfunding activities are subject to this policy and other applicable Board policies including, but not limited to, Policy 5830 – Student Fundraising, Policy 9211 – Corporation-Support Organizations, and Policy 9700 – Relations with Special Interest Groups as well as any administrative guidelines approved by the Superintendent to implement this policy.

SECTION IX: STUDENT MANAGEMENT AND POSITIVE BEHAVIORS

It is the expectation that all staff follow and comply with the Discipline Documentation Procedures and the School-wide Positive Behavior Support Plan (PRIDE). PRIDE will be implemented to support and recognize the positive behaviors we want students to use throughout the school and school day.

Discipline (Board Policy 5600)

The School Board acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of the students. Please refer to Board Policy 5600 for more information.

PRIDE

PRIDE is our positive behavior incentive program to promote behavior that will allow students to be successful at Tipton Elementary School. Classroom expectations should reflect the values promoted by PRIDE. Staff members will provide students with PRIDE tickets when students are meeting the PRIDE expectations.

TES PRIDE

Area/Setting	Personal Best	Respect	Integrity	Dependability	Enthusiasm
Assembly	Come in and exit quietly	Pay attention to the speaker	Listen to learn	Stay in one spot	Use appropriate applause
Bathrooms	Report problems to an adult	Maintain personal space	Clean up your space	Go, flush, wash	Use time wisely
Bus	Follow directions from the bus driver	Be respectful to self, others, and property	Level 1 voices	Stay seated	Keep hands and feet to self
Cafeteria	Level 1 voices	Throw away your trash	Leave a clean table, chair, and floor	Listen to and follow directions	Eat first, then visit with friends
Classroom	Be ready to learn and give your best effort	Voice level appropriate to the learning activity	Demonstrate safe behavior and keep the classroom clean	Follow all directions of the learning activity	Encourage and celebrate yourself and others
Hallways	Level 0 voices	Keep hands and feet to yourself	Go directly to where you need to be	Stay in line	Walk slowly
Recess	Take turns and include everyone	Listen to and follow directions	Play safely and fairly	Report problems to an adult	Line up when you hear the whistle
Specials	Come in with level 0 voices	Follow directions from the teacher	Report problems to the teacher	Clean up your space before leaving	Use supplies appropriately

Classroom Expectations (All Classes)

- Personal Best - Be ready to learn and give your best effort
- Respect - Voice level appropriate to the learning activity
- Integrity - Demonstrate safe behavior and keep the classroom clean
- Dependability - Follow all directions of the learning activity
- Enthusiasm - Encourage and celebrate yourself and others

These will be the five **common** expectations (in place of classroom rules) in each classroom across the school including special areas and Title I. Every teacher will break each one down when they talk to their class(es). This gives our students and staff common language across the school while still giving teachers autonomy of what that looks like in their classrooms.

Communicating the classroom expectations along with a list of positive and negative consequences to both students and families is critical. Students should be clear on the expectations and know what is expected if they do or don't follow them. Same with families. We can't expect support from home if they aren't clear on the expectations and consequences in the classroom. A way to communicate the classroom expectations and consequences to

families is by sending home a copy signed by the teacher and having the student and family sign them after going through them together.

Positive & Negative Consequences

Accompanying classroom expectations should be a clear list of positive and negative consequences that can be enforced within the classroom. "Sent to the principal/office" should not be one of the consequences. Instead, "Referral to the principal/office" is appropriate language as that can be enforced within the classroom and follows the expectation in the next section, *Immediate Behavior Assistance*. Remember, referrals to the principal/office can be a positive or negative consequence. Administration and office personnel love seeing students in the office for demonstrating positive behavior and achievement. Other examples of consequences may include, but aren't limited to:

- Conference with the teacher
- Think sheet
- Peer-to-peer conversation/mediation
- Apology letter/conversation
- Phone call home
- Teacher/Principal's chair for the day
- Lunch with the Principal/Assistant Principal

Immediate Behavior Assistance

Students referred to an administrator due to behavior should occur when the teacher feels the concern becomes severe. ***Students should not be sent directly to the office from the classroom/learning space, cafeteria, or playground.*** Teachers/staff may request assistance by calling on the radio (if applicable) or by calling the office directly. When a teacher/staff member requests immediate assistance with a student, the student should remain in class until an administrator, office personnel, or other staff member is able to assist. The goal is to reset the student in the classroom/learning space. Immediate removal from the classroom/learning space, cafeteria, or playground may be necessary in the following situations:

- A student is verbally aggressive, which includes yelling/screaming at you or others.
- The student is making dangerous verbal threats.
- The student leaves your classroom without permission (unless another behavior plan is already in place).
- If a student is throwing desks, chairs, or other dangerous objects.
- Physical aggression towards students or staff.
- The child is performing self-injurious acts.

Once an administrator, office personnel, or other staff member is contacted and provides assistance, the decisions made in regards to that specific incident are those staff member's to make and may consult with the referring staff member.

Student Behavior & Discipline Documentation (PowerSchool *Incident Report*)
Documenting student behavior and discipline is critical to providing students the appropriate supports to be successful at school. Documentation of student behavior and communication with the family should start early when the concern is small or just beginning. Being proactive is the best prevention. Documentation can include positive behavior as well. Here are the steps to creating a *Incident Report* in PowerSchool.

1. From the *Start Screen* in PowerSchool, click on one of the backpack icons under *Info*. Your class list will appear on the left side of the screen. Click on the specific student's name for which you want to create a *Log Entry*.

2. On the student's personal screen, click on the *Select Screens* pull down tab (top right corner).

3. Select *Submit Incident Report*.

4. In the *Incident Report* space, type a description of the incident. Please follow these guidelines:
   - Be factual and specific…<u>NO FEELINGS OR OPINIONS</u>
   - Include only the name of the student receiving the Log Entry
   - List/explain all interventions and/or strategies used to address/de-escalate the behavior (teacher-managed behaviors)
   - Specify if you request follow-up from administration

SECTION X: HEALTH CONCERNS

Students Getting Ill at School
If a student becomes ill after arriving at school, the student should be sent to the office. Teachers will be notified if the student is sent home.

Possession of Medication
Students should not transport any medications to or from school or be in possession of them while at school except on an emergency basis as described below. All medications including over-the-counter medications must be delivered by a parent/guardian to the office labeled with the name of the student, the name of the medication, and the dosage. A written statement from the child's parent, giving consent to administer, must accompany the medication.

In accordance with the new Indiana State Law (Senate Bill 376) any student with a chronic or acute medical condition may possess and self administer their medication on an emergency basis. A written note from the parent giving the child consent to have the medication as well as a note from the physician stating whether the condition is acute or chronic.

Dispensing Medication
<u>Under no circumstance should students take medication at school without the knowledge of school officials</u>. Medications without a prescription will not be administered. Medication should be indicated on emergency cards kept in the nurse's station.

Dealing With Seizures
1. Identify that a victim is having a seizure. If a person is having a seizure, he/she will fall, cry out, shake or jerk and/or become unaware of what's going on around them.
2. Things to do for a seizure victim
    a. Don't panic
    b. Have someone notify the school nurse
    c. Ease the person to the floor while not allowing their head to hit the floor
    d. Turn the person onto one side to keep airway open
    e. Clear the area around the person of anything hard or sharp such as desk/chairs
    f. Put something soft and flat like a folded jacket under his or her head
    g. Remove eye glasses
    h. Loosen ties or anything around the neck that makes it hard to breathe
    i. Time the seizure. **Call 911 if the seizure lasts longer than 5 minutes.**
3. First aid for seizures
    a. Stay with the person until the seizure ends and he/she is fully awake
    b. After it ends, help the person sit in a safe place
    c. Check to see if the person is wearing a medical bracelet or any other emergency information
    d. Keep yourself and other people calm
4. Things not to do
    a. Do not hold the person down or try to stop his or her movements
    b. Do not put anything in the person's mouth (a person having a seizure cannot swallow their own tongue)
    c. Do not give mouth-to-mouth breaths, people usually start breathing on their own after a seizure
    d. Do not offer the person food or water until they are fully alert

SECTION XI: GENERAL RULES

Cell Phone Use
During work hours personal communications made or received, regardless of whether on a personal device, regular telephone or network computer, can interfere with employee productivity and distract others. Employees are expected to use discretion in using personal devices while at work for personal business. Employees are asked to limit personal communications to breaks and lunch periods and to inform friends and family members of the Board's policy in this regard.

Duplicating/Copying Materials
Please feel free to use all duplicating equipment as necessary. However, please use it judiciously. Teachers are encouraged to use technology when it is appropriate rather than paper

and pencil. Please, be aware that you are not the only staff member that needs to use the copier. Break up long copying jobs when possible or allow those with smaller ones to go ahead of you. Please be considerate of their needs.

Staff members should use copyrighted works only to the extent that the law permits. It is important to remember that Federal law applies to public school corporations in regard to copyrighted materials. Please refer to Board Policy 2531 for more information.

SECTION XII: COMMUNICATION

Family Contacts
A strong relationship between school and home can be a major factor in the success of our students and staff. Reaching out to families and keeping them involved in their child's education will have a direct, positive impact on the student. Communicating the positives about our students and their school experience is important along with keeping families informed when a concern arises.

Newsletters
Our families being well-informed and engaged in their students' education is something for which we strive every day. Ultimately, we can't control the level of involvement from families; however, we can control our efforts to communicate with them. Classroom and grade-level/team newsletters are one way we do this. We want to ensure our families are hearing from their child's teacher each week keeping them up-to-date on what is happening in the classroom. Here are our school-wide expectations around newsletters:

- **Classroom teachers** - send home a class newsletter/email **weekly**
- **Grade-level/teams** - send home a grade-level/team newsletter/email **at least monthly**

Important notes: If your grade-level/team does a weekly newsletter/email as a team, there is no need to have an individual classroom newsletter/email as well. Also, some families may not have Internet access, so a paper copy home should be sent home as well if using email.

Documentation
Keeping documentation of parent/family contacts is beneficial to all involved, especially when it is done via phone. A suggestion would be to keep a *Parent/Family Communication Log* for each student. This would be to document any communications with the parent/family along with a place to keep any communication done through email (which is also saved in your email account).

Peer Contact
Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications with fellow staff members. Refrain from using obscene,

profane, vulgar, sexually explicit, defamatory, or abusive language in your communication. Remember to treat each other with respect and as equals. We are all on the same team.

Guidelines For Use of School Email
When using school email from school or your work location, or your home network, it is important to remember:
• You are using a school-owned computer,
• You are using a school-provided email account, and
• You are accessing email over a school corporation-owned network while at school.
These facts alone give school officials control of the equipment and the software being used to access email. Courts have ruled that public employees' email is generally considered discoverable under state public records laws, so it could be argued that employees have no expectation of privacy. The computer account can be opened and read. Both the messages sent and those received can be downloaded, all without the employee's knowledge.

A good rule for educators is that electronic communication with students should always be TAPed:
> • Transparent – maintain openness, visibility, and accountability.
> • Accessible – consider all electronic communication to be a matter of record.
> • Professional – use correct grammar and tone, choose appropriate subject matter and choose words that are courteous.

If you're not sure if your communication or post is appropriate, ask yourself if you would show this to your employer. If they would have any concerns or problems with it, then so should you. Consider these guidelines for school computer/school email use:
> • **School computers are for school business.**
> • Do NOT let the computer automatically remember your email password. Enter it manually each time, eliminating student access to your email account.
> • Do NOT use email to conduct personal business.
> • Do NOT pass along jokes, humorous photos, or chain email.
> • Do NOT send religious or political messages.
> • Do NOT carry on a romance over email.
> • Do NOT use inappropriate language in email.
> • Avoid personal comments about students or school staff.
> • It is acceptable to state your opinions about school policy, but don't be overly critical or sarcastic when stating your opinion.
> • If you subscribe to a listserv, make sure you understand the proper way to reply to messages.
> • Since anyone can forward a message you send, assume any electronic communication will be read by someone else.

TCSC Board Policy violations will be subject to disciplinary action, up to and including termination for cause in accordance with TCSC Board Policies, such as found in Policy 3213.

SECTION XIII: FACILITIES

Custodial/Maintenance Requests
Complete maintenance request through email. Please email the head custodian.

Facility Usage Requests
Use of the cafeteria, library, athletic facilities, or auditorium must be requested through a facility usage form. See the building secretary for the facility usage form. Approval must be given by the building principal for use of the facility. Make sure to plan well in advance as approval is granted on a first come, first served basis. Availability is difficult without advanced notice. Any fees or charges associated with the request, such as custodian fee or others, will be decided by the corporation office. You will be notified if any charges will be assessed.

Appliances in the Classroom
Please limit your appliances in your classroom.

SECTION XIV: SCHOOL SAFETY

The following guidelines are established for the protection of the students and staff of Tipton Elementary School in the event of various possible disasters. It is extremely important that all staff members be familiar with the corporation safety plan and the plans that follow.
It is the responsibility of the classroom teachers to familiarize their students with the various plans for emergency preparedness. Drills will be held from time to time throughout the year to remain alert to the emergency plans. Always have a class roster with you so an accurate attendance can be taken.

Safety Basics
During an emergency of any kind, teachers are responsible for the supervision of students who are in their class at that time or who may need to come under their supervision due to extenuating circumstances. During any or all emergency situations, all students should remain quiet and orderly. All announcements and instructions during an emergency will be given through the principal's office unless the emergency renders this method impossible.
All emergency situations detected by any school personnel should be reported directly to the principal's office. School personnel should contact 911 prior to reporting emergency situations to the office if the emergency warrants such a decision.

The school principal will make any necessary arrangements during an emergency unless the emergency dictates that the ALICE protocol be used. In the event of injury during an emergency, the school clinic will serve as a central first aid area until arrangements can be made with the hospital to facilitate such cases as deemed necessary. All emergency situations will be reported immediately upon detection to the local sheriff's department or other outside authority. Two staff members will be designated to establish and maintain or make contact with outside sources

during an emergency (school secretary and principal). One staff member will be designated to coordinate first aid activities during and after an emergency (school nurse or designee). Distribution of food and water during any emergency situation which warrants such will be the responsibility of the school cafeteria manager.   In the event failure occurs with the intercom, instructions will be given by the office as the situation allows.

Safety Plan/Drills
Updated copies and full details of the school's safety plan can be found in the TCSC Staff Document shared drive. Each year, schools are required to conduct school safety drills.

School Guard 911
Staff members will be invited to download the School Guard app on their mobile phones. In the event of extreme workplace violence featuring an armed intruder or active shooting, staff members press the panic button provided in the app. An alert is immediately sent to the mobile phones of all participating federal, state and local law enforcement officers, ON and OFF duty, in close proximity to the property.

The app simultaneously speed dials 911 and connects the staff member to emergency services. All other staff on the property with the app installed are also immediately alerted of the emergency, and a map of the location of the initial alert is displayed on their mobile phones. The map provides situational awareness to your staff, which allows them to react accordingly.

Building Security
All teachers should have a key fob to the building and a key to their classroom. If you do not, please see the Brian Johnson, Principal, or Deb Kuhn, Secretary. If you do come into the building during non-school time, it is your responsibility to be sure all doors are locked when you leave the building. Please check all doors, not just those you opened and be sure to check from the outside that the door from which you left is securely shut. If you notice any "out of the ordinary" circumstances, notify the principal or any administrator immediately.

It is required that staff members wear an identification badge provided by the corporation.
In order to ensure the safety of our staff and students, all classroom doors are to remain locked and shut throughout the school day with the exception of passing periods. Building security is a high priority. Please do not give out your keys to family members or friends to enter the building or classrooms for everyone's protection. If anything would happen, liability falls on all of us for not following procedures.

Guests in the Building
All visitors are required to sign in at the office and wear a visitor badge. If you see someone in our school without proper identification, please ask them to report to the office and follow them there. If they refuse, please notify the office immediately. Staff members should not have visitors during school hours unless it is an emergency.

Raptor System
Raptor is our safety system for checking visitors for registered crimes. Office staff will be trained in the use of the Raptor system. All staff members should communicate to invited guests that the Raptor system is in place and will be used prior to the visitor being allowed into the building.

Safe Schools Alert System
Tipton Community School Corporation is now using SafeSchools Alert, a tip reporting service that allows students, staff, and parents to submit safety concerns to our administration five different ways:
 1.   App: Search for "SafeSchools Alert" in the App Store to download for free
 2.   Phone: 317.647.4850
 3.   Text: Text your tip to 317.647.4850
 4.   Email: 1927@alert1.us
 5.   Web: http://1927.alert1.us
You can also go to any of Tipton school's webpage and find the link, Report Safety Incident, in the Menu options. You can easily report tips on bullying, harassment, drugs, vandalism, threats of violence, or any safety issue you're concerned about through Safe Schools Alert. When you submit a tip, be sure to use TCSC's identification code: 1927 in your communication.
Every tip SafeSchools Alert receives about our school is immediately logged in the system and our administration is notified so that they can investigate and take appropriate action. And, tips may also be submitted anonymously if you prefer.

SECTION XV: STAFF CONDUCT

Anti-harassment (Board Policy 3362)
It is the policy of the School Board to maintain an education and work environment, which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School Corporation operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, religion, disability, genetic information, or any other unlawful basis, and encourages those within the School Corporation community as well as third parties who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School Corporation Community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School Corporation property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School Corporation community at school-related events/activities (whether on or off School Corporation property).

Staff Discipline (Board Policy 3139)
The Board believes that standards of conduct for professional employees are necessary to provide students with a positive example of adult behavior and an orderly instructional environment. To this end, the Board has adopted a policy of progressive discipline to be applied except in cases of gross misconduct. In instances of gross misconduct, the purpose of this policy is to consider if the misconduct warrants suspension without pay or termination. Please refer to Board Policy 3139 for more information.

Mandatory Reporting of Convictions and Arrests (Board Policy 3121)
During the course of his/her employment with the School Corporation, each professional employee and substitute teacher shall be required to report his/her arrest or the filing of criminal charges against the employee; and conviction of criminal charges to the Superintendent within two (2) business days of the occurrence. The Superintendent shall obtain a review of each reported conviction and shall recommend appropriate action to the Board considering the risk to members of the school community presented by the continued employment of the convicted employee.

Substance Abuse (Board Policy 3170)
The School Board recognizes alcoholism and drug abuse as treatable illnesses. A professional staff member having an illness or other problem relating to the use/abuse of alcohol or other drugs will receive the same careful consideration and offer of assistance that is presently extended to professional staff members having any other illness. The responsibility to correct unsatisfactory job performance or behavior resulting from a substance abuse problem rests with the professional staff member. Failure to do so, for whatever reason, will result in appropriate corrective or disciplinary action as determined by the Board.

No professional staff member will have his/her job security or promotion opportunities jeopardized solely on the basis of his/her request for counseling or referral assistance. Professional staff members who suspect they may have an alcohol or other drug abuse problem are encouraged to seek counseling and information on a confidential basis by contacting resources available for such service.

Smoke Free Buildings (Board Policy 3215)
The School Board recognizes that the use of tobacco presents a health hazard, which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substance that contains tobacco, as well as electronic, "vapor," or other substitute forms of cigarettes. In order to protect students and staff who choose not to use tobacco from an environment noxious to them, and because the Board cannot, even by indirection, condone the use of tobacco, the Board prohibits the use of tobacco by professional staff members in school buildings at all times. Such prohibition also applies on school grounds, on school buses and/or at any school-related event.

Drug Free Workplace (Board Policy 3122.01)
The School Board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting, which is not tainted by the use or evidence of use of any controlled substance. The Superintendent shall establish whatever programs and procedures are necessary to meet the Federal certification requirements but which also comply or do not interfere with collective bargaining agreements.

The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, and any drug paraphernalia, by any member of the Corporation's professional staff at any time while on Corporation property or while involved in any Corporation-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with Corporation guidelines and the terms of collective bargaining agreements.

The Superintendent shall establish guidelines that ensure compliance with this policy and that each staff member is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed, which comply with the terms of any negotiated agreement.

TIPTON ELEMENTARY SCHOOL

ACKNOWLEDGEMENT AND RECEIPT OF STAFF HANDBOOK

2024-2025

I have received a copy of the Tipton Elementary School staff handbook.

The staff handbook describes important information about Tipton Elementary and Tipton Community School Corporation, and I understand that I should consult an administrator regarding any questions not answered in this handbook.

I have received a copy of the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

_____

EMPLOYEE'S NAME (PRINT)

_____

EMPLOYEE'S SIGNATURE

_____

DATE