Tipton Middle School

Staff Handbook

2025-2026

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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 any of the Tipton Community Schools compliance officers' listed below.

For Staff and Students 504 and ADA Compliance Officers
Director of Special Education   765.675.2147
TMS Principal   765.675.7521
Title IX Compliance Officer
Associate Superintendent   765.675.2147
Title VI Compliance Officer
Associate Superintendent   765.675.2147

Mission/Vision Statement

Tipton Community School Corporation Mission Statement
Working Together for Student Success

Tipton Community School Corporation Vision Statement
Growing empowered, future ready students who are prepared for a lifetime of opportunity and success.

Tipton Community School Corporation Beliefs and Values

We believe…
- all students can learn and achieve.
- education is a partnership between schools, families, and community.
- a diverse learning environment with high expectations maximizes students' success and achievement.
- content, instruction and assessments must be stimulating, intellectually challenging and relevant to the lives and future success of the students.
- professional development is essential for all staff members.
- every person is a teacher and role model through their actions.
- a highly qualified, highly effective staff must be recruited, retained, and developed.
- our schools are a positive reflection and an integral part of the community.

- family and community integration enables students to see value in learning, fosters a sense of responsibility, and provides safe and secure learning environments.
- should financial planning and implementation is essential to achieve district/corporation goals.
- fine arts, creative arts, academic clubs, and athletic experiences facilitate personal
- growth, ƒ and positive relationships.
- 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.

Tipton Middle School Beliefs and Values

We believe…
- middle schools should address needs of young adolescents brought about by their rapid physical, social, and emotional growth.
- each student can succeed through hard work and self-discipline encouraged and supported by all TMS staff.
- those involved in public education at TMS should set an example of responsibility, respect for others, good citizenship and life-long learning.
- students should have the opportunity to develop attitudes and values for accepting increased responsibilities for self, classmates, and the world.
- students should learn from the past, identify with the present, and prepare for the future.
- schools need positive participation of parents to ensure the best opportunity for student success.
- the love of learning, as modeled by staff, will inspire student achievement.
- TMS provides a safe, structured, and supportive environment where all students are given the opportunity to succeed.
- communication with all parents/guardians will be handled in a timely fashion.

Tipton Community School Corporation Corporation Goals

Priority #1: **Student Achievement** - We believe that all students can learn and achieve. This is only made possible when students are in school and actively engaged in the learning process. ***At Tipton Community School Corporation, continuous improvement of student achievement is the responsibility of our entire school community.***

- Goal #1: By the end of the 2026-2027 school year, each building will attain their academic achievement or growth goal established in the building's school improvement plans.
- Goal #2: By the end of the 2026-2027 school year, TCSC will have 80% of students attending school at least 94% of the time they are enrolled.
- Goal #3: By the end of the 2026-2027 school year, 80% of TCSC professional staff will be involved in at least one extracurricular activity.

Priority #2: **Professional Learning Experiences** - Professional development is essential for all staff and our students deserve instruction that is evidence-based best practices. ***Tipton Community School Corporation hires, retains, develops quality educators.***:
- Goal #1: By the end of the 2026-2027 school year, TCSC will incorporate our values and beliefs into our recruiting and hiring process for all professional staff.
- Goal #2: By the end of the 2026-2027 school year, all staff will receive formal feedback on their adherence to the "Tipton Way".
- Goal #3: By the end of the 2026-2027 school year, all TCSC professional staff will earn 50 hours of professional development per year.

Priority #3: **Communication** - We value community collaboration and believe that interpersonal, social relationships are necessary to ensure student success throughout our school community. ***At Tipton Community School Corporation, we prioritize effective communication between all stakeholders.***
- Goal #1: By the end of the 2026-2027 school year, all TCSC families will receive regular communication from both administration and their child's teacher(s).
- Goal #2: By the end of the 2026-2027 school year, TCSC will offer at least 2 district level community events and an additional 2 building level community events.
- Goal #3: By the end of 2026-2027, TCSC will effectively and frequently highlight more students and staff for in-school and extracurricular accomplishments.

Tipton Middle School Academic Goals

English/Language Arts
By Spring of 2027, 55% of students in grades 6-8 will demonstrate proficiency in language arts as measured by the ILEARN assessment.

Mathematics
By Spring of 2027, 55% of students in grades 6-8 will demonstrate mathematical proficiency as measured by the ILEARN assessment.

Tipton Middle School Collective Commitments

- We should strive to meet the unique needs of all of our students
- Successful learning is a partnership between the students and the staff.

- Both teachers and students need to feel safe in an environment that encourages them to grow.
- We value and recognize the power of mistakes as opportunities to learn and grow.
- We commit to the belief that every day is a new beginning which has purpose and value.
- We commit to critical thinking and open communication that is honest and clear.
- We commit to providing students and peers daily encouragement, patience, grace, respect, kindness, acceptance, openness, and recognition.
- We commit to a growth mindset, including ownership and high expectations for all students and staff.
- We believe that our purpose as educators, coaches, and mentors is to prepare students for the next phase of life.
- Students' work will be standards-based, worthwhile, challenging, and supported at all learning levels and capabilities.
- I will create a positive and safe learning environment that teaches kindness and respect.

Announcements

The primary form of communication of important information will be sent through weekly staff newsletters. These newsletters will also be linked in the TMS Staff Google Classroom. Information may be sent through staff email.

Announcements for student information will be read during the lunch periods. Please provide the office secretaries with the information to be read. End of the day announcements will be kept short and at the discretion of the building administrators.

Staff Attendance/Absences

School Day for Students
Tipton Middle School doors open to admit students at 7:40 am on a regularly scheduled school day. Students are to report to the middle school cafeteria until they are dismissed by the 7:50 am bell. Classes begin at 8:00 am. Students are dismissed from school at 3:00pm. When a 2-hour delay is in effect, school doors will open at 9:40 am for students to report to the cafeteria. Students will be dismissed from the cafeteria at 9:50 am. Students will have the same 3:00 pm dismissal time on a 2-hour delay schedule.

School Day for Staff
The teacher's contracted day starts 20 minutes before the start of classes and ends 10 minutes after dismissal. If the building day is adjusted to a different time schedule, the aforementioned start and end minutes of the day shall be the same.

Hourly Staff

Classified staff members who are hired at an hourly rate will use the K-Time system for logging in their arrival and departure times. For more information regarding the policy or procedures for this, please see your building administrators or secretaries.

Staff Leave Requests

Staff planning to be absent from school shall use the WillSub to record their absence as soon as possible. If a staff member becomes ill, the absence is to be recorded in WillSub prior to 6:00 a.m. If an emergency arises after 6:00 a.m., in addition to recording in WillSub, please text the principal's secretary.

All professional leave requests are to be submitted via WillSub. Principals should be contacted prior to requesting time for professional development. This leave will be communicated to district level administration.

When completing the request on WillSub, note there is a difference between Professional Leave and Corporation Business. If an employee is attending a workshop or meeting that will enhance their teaching skills, it should be requested as *Professional Leave*. If an employee is attending a meeting, going on a field trip, or doing a function of their job, the absence should be requested as *Corporation Business*.

When submitting a Professional Leave or Corporation Business request, the following information must be entered in the notes section before the request can be approved:
- Name of the workshop or event.
- Any cost to the corporation (registration fees, mileage,etc.)
- And a brief explanation as to the purpose.

For Bereavement Leave requests, the employee must list the relationship of the deceased before approval can be granted. You should refer to the TEA Contract for requirements regarding bereavement leave.

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 using the online google form. Please inform the secretary or the principal verbally that you are leaving.

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 the office beforehand.

Schedules

Arrival/Dismissal
The teacher's contracted day starts 20 minutes before the start of classes and ends 10 minutes after dismissal. If the building day is adjusted to a different time schedule, the aforementioned start and end minutes of the day shall be the same.

Supervision
Teachers need to be in hallways/doorways of their classrooms by 7:50 A.M. or ten minutes prior to the start of school. Teachers should be in hallways/doorways between classes for monitoring student behavior. It is requested that teachers also make a check of restrooms in their areas.

Teachers may be asked to supervise lunch or resource periods. This will be compensated by a reduction in the academic courses the teacher will teach. During lunchroom supervision, teachers are asked to monitor the behavior of the students and dismiss students to leave their seats.

Professionalism

Staff Ethics (Board Policy D225)
All Tipton Community School Corporation ("Corporation") employees shall uphold the highest ethical standards in their working relationships. Employees shall establish and maintain professional boundaries with students and colleagues. Employees are expected to treat all individuals with respect and courtesy.

Employees shall aim to protect the health, well-being, and safety of students and coworkers. Employees are expected to maintain the privacy of student information, except for circumstances where employees have a legal duty or professional obligation to report.

Employees shall set for students a positive example in words and actions. This includes, but is not limited to, refraining, while in the presence of students, from use of profanity, demeaning statements, and any other communications that set an inappropriate example for students.

Employees are expected to perform their assigned duties and responsibilities commensurate with their represented competence and expertise.

Employees shall not use their employment position to advance a private economic, political, or religious agenda. This does not limit an employee's constitutionally protected rights as a citizen.

Staff Dress Code (Board Policy 3216)
The School Board believes that professional staff members set an example for their students to follow.

The Board authorizes the development of standards for staff dress and grooming that promote a professional educational atmosphere that gives consideration to the impact on the educational process and the diversity of the School Corporation's staff.

When assigned to Corporation duty, all staff members shall:

    A. be physically clean, neat, and well-groomed;
    B. dress in a manner consistent with their professional responsibilities;
    C. dress in a manner that communicates to students 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 does not disrupt the educational process nor cause a health or safety hazard.

The established standards for dress and grooming shall be upheld in a nondiscriminatory and uniform manner.

Lesson Plans/Instruction

When walking into a classroom where principles of high-quality instruction are 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 rules and procedures are communicated to parents, students, and principal.
- 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 communicated to the students.
- Classroom instruction is adjusted as needed based on the teacher checking for understanding, assessment results, and differentiation.

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?*	● Activate prior knowledge	The Hook

	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?* *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?*	● Review pertinent vocabulary ● Introduce purpose & relevance ● Connect to cross-curricular content ● Apply to real-world examples ● Eliminate barriers to your lesson ● 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	Bell Work/Morning Work Provide students with necessary tools (number lines, alphabet sheets, calculators, etc.) Connect to current/local events Students choose 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*	● Allow students to process	I do, We do, You do

	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 learning?*	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 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.	(all), You do (individually) Students can respond using manipulatives, whiteboards, digital platforms, etc. Direct teacher interaction with students 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*	● Keep the goal posted & accessible. ● Keep resources in a clear place, allow multiple means of representation for resources if possible. ● Provide appropriate scaffolding.	Intervention Morning work Small group work Learning outcomes posted Differentiated Assignments Challenge or extension activities

	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?	● Allow students to self-assess.	

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.

Workshops/Conferences

If a staff member would like to attend a workshop or conference that staff member should make a request to their building administrator using Jotform 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 that training area will have a date of completion. Training will need to be completed by the given deadline.

Staff Meetings

Tipton Middle School will hold monthly faculty meetings. The time of these meetings will be communicated at least 2 weeks in advance, but will generally take place during the 2nd week of every month. These meetings will be for the development of teachers and the collaborative work needed to build a foundation for a strong learning environment and school culture.

Tipton Middle School will also hold monthly Building Leadership Teams in the week following staff meetings. These meetings will be attended by all Grade-Level team leads, Professional Learning Community Leads, and TMS Administration (including the Guidance Counselor). The Building Leadership Team will collaboratively discuss strategic plans, TMS Initiatives, Professional Learning Community work, and other relevant topics to support the collective mission of Tipton Middle School.

Staff Children at Work

Teacher workdays, and days worked when school is not in session, are considered regular workdays, with regular work hours. For teachers this would be a regular 7:40 to 3:10 day. For administrative personnel, this would be an 8-hour workday. Support staff, or hourly employees, will work their regular schedule. In addition, during teacher workdays, and days worked when school is not in session, these are work days where the employees are expected to work.

Employees' children and/or pets are not to be brought in on these days. In such cases, the employee should be sent home and the day's pay will be docked.

Reporting and Records

Reporting Student Attendance
Attendance will be taken each period on PowerSchool. Taking attendance is mandatory. If a student is late, that child must be marked as tardy in PowerSchool. It is up to the teacher of the class period to determine the state "late" in terms of preparation for class.

Teachers will have sign out/sign in sheets in their rooms for students who must leave during a class. Students are to sign out when leaving class and sign in when returning to class, filling out all of the required information on the sheet. Teachers are to sign a pass in the student handbook of any student leaving the classroom. The pass should indicate the reason the student is leaving and have the teacher's signature. NO student should be in the hall without a pass. Passes should be issued only when absolutely necessary with teacher permission. The office does not give passes to students who are late to class. The office staff will issue tardy slips to those students who are late to school. If a student is late to any class, the teacher should mark the student tardy.

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. If teachers use an additional site for classroom instruction, a link accessing that site should be located on Google Classroom. Teachers are to have all items in Google Classroom updated at least three days in advance for parents and students. Each teacher is to establish emergency plans in the event a substitute needs to teach the class at the last minute.

Grade/Progress Reporting
Report cards will be completed on the PowerSchool Computer Program. Gradebooks should be finalized on the PowerSchool program by the deadline established for each grading period. Report cards will be distributed through email link to those parents with emails on file. Printed report cards will be mailed home to students without an email on file.

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 3rd, 6th and 9th 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.

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
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 the 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
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. Prior to making the call, staff members should fill out the TCSC DCS Google Form found on the district website and staff Google Classroom. 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 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. For more information, see Board Policy A225

Programs at TMS

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.

Academics
Students of Tipton Middle School will have the opportunity to take the following courses:

GRADE 6 - 8
Homeroom
Language Arts (Regular or Honors)
Math (Regular or Honors)
Social Studies
Science

Rotational Classes Include:
Physical Education
College and Careers
Art
Music
Health
Wellness
STEM
Band - Elective
Choir - Elective
Ag Leadership - Elective
Strength and Conditioning - Elective

Counseling

The American School Counseling Association defines a comprehensive counseling program as one that benefits students, parents, teachers, administrators and the overall community. They also state that school counseling programs should be an integral part of students daily educational environments, and school counselors should be partners in student achievement. At Tipton Middle School, this process is completed with programs that start before the students enter the sixth grade. "TMS Rocks" allow incoming sixth graders to prepare and orient themselves to sixth grade during a daylong program. The support then continues with social, emotional, and academic support throughout the three years they are in our building by such things as:

1. individual counseling,
2. establish multiple types of after school tutoring (individual, study tables, outside agencies) and provide contact for parents,
3. completing graduation plans,
4. working with the business department to provide career guidance exposure,
5. providing an opportunity to work with mental health services throughout agencies in Tipton and surrounding counties,
6. working with parents and students to provide basics needs; for example, clothing, household supplies and referrals
7. work hand in hand with teachers, administration, and parents in order to make necessary scheduling adaptations to increase student success,

All of these supports and more continue through the student's eighth grade year. It is our hope, at the completion of middle school, that students leave with the ability to be successful high school students who have been taught to self-advocate. We provide the support to begin the process of thinking about their post secondary

plans with such information provided on topics relevant to middle level students such as Twenty-first century scholars and an open door policy to parents who are experiencing issues that require support. These counseling programs are implemented by two staff members, one school counselor and one student services director

Special Education

The special education teachers and instructional aides will provide assistance to students in their general education classrooms. They will also track student goals and academic growth. They will manage a resource period and homeroom designed for student support.

Tipton Middle School Staff will follow all state and federal guidelines in supporting students with disabilities achieve their goals.

There are times when the school 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 moving 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.

PRIDE

PRIDE is our positive behavior incentive program to promote behavior that will allow students to be successful at Tipton Middle School. Staff members will provide students with PRIDE tickets when students are meeting the PRIDE expectations.

PRIDE Expectations
Personal Best
Respect
Integrity
Dependability
Enthusiasm

Field Trips

The School Board of Tipton Community School Corporation has established a policy on field trips. This can be found in Board Policy (2340).

Field trip approval procedures for Tipton Middle School and a timeline for completing each step is provided in the Tipton Middle School Staff Drive.

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 to supervise students in grades 9-12.

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.

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.

Homeroom

Below is the daily schedule for Homeroom. Teachers should check in with students about their grades once every other week. Emails are to be sent to the parents of those students who are not completing assignments and/or have failing grades. Everyone is required to participate in the activities listed for each Homeroom day. A two-hour delay cancels that specific Homeroom activity for that day. We will not adjust Homeroom days due to two-hour delays or canceled school days.

> Monday – Homework Time/Clubs
> Tuesday – Homework Time/Math and ELA Interventions
> Wednesday – Social/Emotional Learning (All required to participate)
> Thursday – Homework Time/Math and ELA Interventions
> Friday – Homework TIme/Clubs

Resource
Staff members are asked to follow the guidelines provided below:
1. Resource teachers/supervisors will make use of PowerSchool in order to provide additional encouragement towards those students who have missing work and/or poor grades.
2. The resource environment should be conducive to studying or completing homework independently. Students should come with devices, school work, and other needed materials, with homework/missing work taking precedence over other activities. Students should maintain a quiet atmosphere, and seating arrangements should support students' ability to work independently.
3. During resource, it is the responsibility of the student to use their time productively. Students should be expected to be completing homework, missing work, studying, or completing projects. If students do not have work to complete, they should still support a studious environment in their actions. Students are still expected to follow TCSC Appropriate Use Policies regarding technology use.
4. Students need a pass from the teacher they are visiting to leave their assigned class. Assigned resource/homeroom teachers should not write passes for their students to visit another teacher. Students visiting for help or to make up a test/quiz should do what they are supposed to and then return to their scheduled resource/homeroom. Students should be in their assigned resource/homeroom room unless seeking assistance from the teacher in another resource/homeroom room. As a general rule, students should not be leaving resource to go to an academic classroom.
5. It is the responsibility of the supervising staff member to monitor students' activities during resource.

Technology

Updated policies, procedures, and more information can be found on the district google drive folder.

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 Schools supports and provides training for Google Classroom as it's the official LMS.

Each Course taught at TMS Google Classroom Expectations:

1. **DAILY AGENDA:** post within CLASSWORK in Google Classroom; mark with the date; include a list/outline of what is taking place in class that day.
2. **INSTRUCTION:** post within CLASSWORK in GC (may be included within DAILY AGENDA or posted separately); mark with the date; may be in the form of written

instruction, a video of you providing instruction, another resource/video providing instruction, etc.)

3. **ASSIGNMENT:** post within CLASSWORK in GC; include a clear due date with time. (Suggestion: Even if the "assignment" is not something students would normally "turn in," it is helpful to set it up as an assignment for virtual learning to emphasize the importance of actually doing it. For example: "Read pages 20 - 25 in the course textbook." This assignment will then show up on students' GC "To Do" reminders, and students can simply click "Turn In" to indicate that they have completed that task.)

Acceptable Use Policy (Staff and Students) (Board Policy A300)

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 maintaining the classroom dynamic but still managing it in the best way that works for the teacher while promoting student success.

Use and Care of Equipment

Staff should be treating their equipment in the same manner as specified in the Technology Use Agreement provided in the district 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 (ext 1155). If that person is unavailable, contact the corporation technology director (ext 1119). 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.

One-to-One Computing

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 Acceptable Use Policy. 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, issues 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 sending the problem to the office.
2. Issues referred to the office are to be documented as an office discipline referral.
3. The student may be sent to the office for the remainder of the class period. Consequences will be assigned according to the infraction and the number of infractions that have occurred. Consequences will include those used for behavior issues including out-of-school suspensions or expulsion.

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 (Board Policy C175-R)
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 9 am that morning. More guidelines on eLearning Days can be found in the eLearning Plan in the staff documents. Students will have 3 days to complete assigned work.

Social Media (Board Policy A300.10)
Staff are expected to use social media in a way that aligns with their professional responsibilities and the Student Code of Conduct. Even personal social media use, when off school property or outside school hours, can impact the school environment and should be approached thoughtfully. Employees should make it clear when their personal accounts are not affiliated with the school or district.

Only staff members who have written authorization from the administration may create or manage social media accounts on behalf of the school or district. While this policy respects legal rights such as freedom of expression and religion, it does not protect comments that are inflammatory, harassing, or disruptive to the educational environment.

Inappropriate social media use may lead to disciplinary actions, including termination, confiscation of devices, loss of technology access, or referrals to legal authorities. If there is

reasonable suspicion of a policy violation, the superintendent or designee may investigate and take appropriate steps, including deletion of harmful content.

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.

School Finances

Curricular Materials and Instructional Supplies

Prior to the upcoming school year, teachers are expected to update their curricular material sheets to reflect the current reality of their class's needs. These curricular material sheets will be approved through TCSC processes, and, pending approval, can be purchased as needed by the teacher over the course of the school year following TMS processes.

Teachers in need of instructional supplies that are on the grade-level supply list for students with financial need or other extenuating circumstances may reach out to the TMS office to help secure those items.

Request through Office

All supply purchases should be made through a building administrator. The staff member making the request should fill out a requisition through Jotform. Please upload a quote or pdf of the "cart" for specific details of the purchase.

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 is 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.

Using Amazon

1. Contact your building treasurer to set up an Amazon Business Account
2. Once the account is set up, you are ready to shop. Find the items you wish to purchase and place them into your shopping cart
3. When your shopping cart is complete, proceed to checkout
4. The purchase order (PO) number may be left blank
5. Enter the name of the account you wish to use (ex. Instructional supplies, fees, equipment, etc) and any other information you would like to send to your approver

6. Continue to shipping options
7. Enter the name of the person the order is to be delivered to and select the appropriate address
8. Choose a delivery option
9. Choose a payment option (you may only choose credit card)
10. Review your order and check that no sales tax was applied to your item. We are set up as tax exempt, but some third party vendors still charge sales tax. If there is sales tax, try to find another vendor
11. Once your order is complete, click "Submit order for approval". This sends the order to your building treasurer
12. Create a purchase order requisition through Script for approval, as you normally would. You do not need to print your order. Simply enter the order number on your requisition

Requisitions

Complete Corporation purchase order request through the Jotform posted in the TMS Staff Google Classroom. Requisitions are required for all purchases with the exception of Amazon.

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 note 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 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 at the end of each day. **Do Not Hold Money Overnight.** 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 Classrooms
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 place it 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 with a building administrator. 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
The School Board of Tipton Community School Corporation has established a policy on applying and using funding through grants. This can be found in Board Policy (7230).

Crowdfunding
The School Board of Tipton Community School Corporation has established a policy on acquiring and using crowdfunding as a means to purchase items for school use. This can be found in Board Policy (6605).

Student Discipline

Discipline (Board Policy C350)
Discipline is a very important aspect of the operation of a good school. All school personnel must be involved with the overall discipline of the school. Teachers are strongly encouraged to handle discipline problems which arise in their areas. Teachers are expected to implement the P.R.I.D.E. program which supports Tipton Schools' Positive Behavior and Supports Program. Students sent to the office for disciplinary action should be sent only when the teacher feels the problem becomes severe. A student who is sent to the office for discipline should have a discipline referral filled out on PowerSchool .

A school climate which radiates friendliness prevents many discipline problems. This friendliness must exist among all persons of the school -- teachers, administrators, students, custodians, secretaries, and cafeteria staff.

The prevention of problems is a more effective approach toward attainment of good behavior than correction after the problem arises.

Remember, the type of classroom atmosphere a teacher develops is generally determined during the first few weeks of school. We will operate on a policy that promotes an atmosphere conducive to learning. Teachers are reminded that their authority exists anywhere on the school premises, not just in the classroom. The best time to call attention to a discipline problem in the corridor, on the school grounds or at extra-curricular activities is when the action takes place rather than to report it and let someone else handle it later.

In regard to the behavior and attitudes of students, teachers:

- should not leave a group unattended.
- should help supervise the halls during passing periods and be in the room when the bell rings to begin the period.
- should use their position as a teacher to correct the situation, regardless of whose students are involved.

- should not tolerate impertinence.
- should avoid using threats that cannot be enforced.
- should look for ways to relieve tension in the classroom. Enthusiasm for your subject matter is infectious. Be enthusiastic, sell yourself and your subject matter.
- should not send students outside of the building on an errand. (Please first, notify the office.) It isn't abnormal for students to see HOW FAR they can go with a teacher. However, it is abnormal when students find a teacher who LETS THEM GO and they know it. Therefore, don't be upset when you are tested by your students. Rather, be upset with yourself if you fail the test.
- should establish a classroom atmosphere which encourages positive rapport with students.

The School Board of Tipton Community School Corporation has established a range of policies to address the disciplining of students who violate school rules and procedures. These can be found in Board Policy (C350).

Classroom Rules
1. Basic classroom rules are as follows:
    a. Come to class prepared, having done your own work.
    b. Be respectful to yourself and others.
    c. Have your books, paper, pens, and/or pencils.
    d. Raise your hand to participate.
    e. Stay in your seat, no moving around unless given permission.
    f. Be on time for class.
2. Inappropriate language, defiant, disrespectful or insubordinate behavior will immediately be sent to the office and a discipline referral will be submitted through PowerSchool.
3. Teams will determine discipline procedures in accordance with handbook guidelines.
4. List the rules.
    a. Post them in the classroom.
    b. Review rules and procedures with all classes.
    c. Teachers providing lab activities are to establish lab rules and provide a copy of those rules for students to sign. Teachers are to keep the signed rules. These rules will become part of the classroom rules.

Consequences
<u>Determine Disciplinary Consequences</u>
1. Choose consequences with which you can work.
2. Examples of consequences:
    a. Warning.
    b. Last one to leave classroom.
    c. Assign special seat.
    d. Give extra, meaningful assignment.
    e. Room clean-up.
    f. Detention after school.
    g. Sent to time-out area.
    h. Parent conference.

i.　Parent call (this is to be done before a student is sent to the office unless the infraction is severe).
　　3.　Always be as fair and consistent as possible.
　　4.　Always document every incident -- date, time, details.
　　5.　On the first severe infraction, the student is to be sent to the office and a discipline referral will be submitted to the office.

Determine Positive Reinforcement
　　1.　Negative consequences stop inappropriate behavior, positive consequences change behavior.
　　2.　Positive reinforcement guidelines.
　　　　a.　Establish responses with which you are comfortable.
　　　　b.　Should be something students like.
　　　　c.　Students should be informed of the positive reinforcements they will receive.
　　　　d.　Provide positive responses as often as possible.
　　　　e.　Plan ahead of time which specific appropriate behavior merits reinforcement.
　　3.　Examples of positive reinforcement for individuals:
　　　　a.　Positive note or call home.
　　　　b.　Positive letter mailed home.
　　　　c.　Gift certificate.
　　　　d.　Free treat from cafeteria.
　　　　e.　Discount at bookstore.
　　　　f.　Free admission to school function.
　　　　g.　Special field trip.
　　4.　Examples of positive reinforcement for entire class:
　　　　a.　No homework one night.
　　　　b.　Free time in class.
　　　　c.　Time in class to do homework.
　　　　d.　Class on the lawn.
　　　　e.　Listen to radio or tapes for last part of class (teacher selects volume).
　　　　f.　Select-a-seat day.
　　　　g.　Popcorn during film.
　　　　h.　Break time during class.
　　　　i.　Open discussion.
　　　　j.　Class trip.
　　　　k.　No homework over weekend.
　　5.　Set various criteria for various reinforcements.
　　6.　List rewards as you would rules and consequences.

Office Referrals

Students sent to the office for disciplinary action should be sent only when the teacher feels the problem becomes severe. A student who is sent to the office for discipline should have a log entry completed on PowerSchool .

In-School Suspension

Students may be sent to the office for the remainder of the period if student behavior is too distracting for the learning environment. All instances of a student being sent to the office MUST have a log entry in PowerSchool. If a student is assigned In-School Suspension (ISS), it is the teacher's responsibility to provide assignments for that student. Those assignments should be given to the ISS Supervisor to be distributed to the student. If the assignment is available digitally the ISS Supervisor should be informed of the assignment and the directions so they can monitor the student. All assignments should be forwarded to the ISS Supervisor or provided in the LMS before 8am the day of the assigned suspension.

Remember, the type of classroom atmosphere a teacher develops is generally determined during the first few weeks of school. We will operate on a policy that promotes an atmosphere conducive to learning. Teachers are reminded that their authority exists anywhere on the school premises, not just in the classroom. The best time to call attention to a discipline problem in the corridor, on the school grounds or at extracurricular activities is when the action takes place rather than to report it and let someone else handle it later.

PBIS

PBIS stands for Positive Behavior interventions and supports. This program is designed to reward or highlight behavior that students are doing right. Teachers, administrators, and staff try to catch students acting in a certain way. Typically, in PBIS there are 3-5 behaviors that schools want to exhibit, and then an acronym is created to highlight those traits. The Acronym that Tipton Community Schools Corporation has chosen to highlight is PRIDE. P=Pride, R=Respect, I= Integrity,D=Dependability, and E=Enthusiasm. These characteristics are highlighted in certain areas of the buildings. These areas are: classrooms, hallways, restrooms/locker rooms, and cafeteria. Students are given PRIDE tickets for performing one of the Characteristics of PRIDE. Students' pride tickets are then put in a drawing for weekly prizes. The PRIDE program is implemented throughout the corporation. Award programs vary from school to school.

Academic Dishonesty

Academic integrity is a foundational expectation for all students at Tipton Middle School. Academic dishonesty includes, but is not limited to, plagiarism, copying another student's work, using unauthorized materials (including AI or internet searches) during assessments, or any other act of misrepresenting one's own learning and work.

Teachers are expected to clearly define academic dishonesty for their students, whether in their syllabus, classroom discussions, or instructional materials. It is essential that students understand what constitutes academic dishonesty and the importance of demonstrating their own learning. Instruction should emphasize integrity, personal responsibility, and ethical scholarship.

If academic dishonesty occurs, the student will receive a **zero** on the assignment or assessment. The teacher has the discretion to determine if the student may redo the work or complete an alternate assignment, with the priority being **student academic growth over**

punitive measures. Repeated or severe violations may result in further disciplinary action in accordance with the school's code of conduct.

Health Issues

Student 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 by phone or email if the student is sent home.

Possession of Medication
All medications including over-the-counter medications must be delivered 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 note from the physician stating whether the condition is acute or chronic.

Dispensing of Medication
Under no circumstance should students take medication at school without the knowledge of school officials. 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 or she will fall, cry out, shake or jerk and 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

General Rules

General Rules
1. A teacher shall not seek to advance personal, political or religious views in the classroom.
2. A teacher shall ensure that all material used will be appropriate to the maturity level and intellectual ability of the students.
3. Teachers shall not leave a class unattended and shall be responsible for the supervision of students on the school grounds as well as the school building.
4. Teachers shall be available at reasonable times for parent conferences and student help.
5. Teachers shall arrange for conferences with parents when it appears that better understanding or more cooperative support from the home is required for the student's success in the program.
6. Teachers shall have all reasonable freedom in the implementation of the curriculum in accordance with state standards including the right to select materials and to determine the class needs as they relate to the curriculum. However, this does not exclude the right and obligation of the principal to question, consult and direct whenever necessary.

Cell Phone Use
During work hours personal communications made or received, regardless of whether on a PCD or a regular telephone or network computer, can interfere with employee productivity and distract others. Employees are expected to use discretion in using PCDs 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 Machines
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.

Communication

With Guardians
Be conscientious about grammar usage, spelling, appropriateness, neatness, etc. Be sure all "reflections" are positive ones. When written communication is necessary, aside from a daily

handwritten note, please use your computer. Clean, accurate and professional looking letters and newsletters are how we are judged.

Please use "PowerSchool" or email to communicate with parents about classroom information and grades.

With Administration
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. Make sure to follow the proper chain of command when contacting the building and/or corporation administration.

Administration will use email as the primary form of communication with staff concerning school matters. It is the expectation for staff members that communication with the administration be returned in a prompt manner.

Newsletters
Tipton Middle School Administration will utilize weekly newsletters to share important information about dates, state requirements, professional development opportunities, etc. These will also contain information about our PBIS program and important safety information. It is expected that staff members read these newsletters in a timely manner.

With Other Staff
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. More information, please refer to Board Policy D225.

Through Emails
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 would 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 saved:
- 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 A300.

FERPA
Be mindful of FERPA regulations when communicating about student or staff needs.

Facilities

Custodian/Maintenance Request
Complete maintenance request through Script.
1. Log on to schools.scriptapp.com Contact the Central Office for username and password.
2. Click on "School Links"
3. Click on "Start New Submission" to the right of Maintenance Request Form
4. Click on "Start"
5. Complete the fields on the form.
6. click "Submit" at the top of the page.

Facility Use Request

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

School Safety

School Safety

The following guidelines are established for the protection of the students and staff of Tipton High 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 schools' safety plan can be found in the district staff google drive folder.

Each year, schools are required to conduct school safety drills. Detailed plans of these drills can be found in the staff drive.

E3 Application

All TMS staff are encouraged to download the E3 app, which is designed to be a communication tool during events that threaten the safety of the school environment. Staff iPads and computers will also have this application, but its mobility and increased functionality cause it to be encouraged that staff utilize the app on their mobile devices. It is the expectation that staff who download this keep the application updated.

Through TMS drills, staff are expected to use the application per administrative guidelines for the drill.

Building Security

All teachers should have a key and key Fob to the building and to their classroom. If you do not, please see the principal. All doors and windows must be shut before leaving your space for the work day. 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, the 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

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. A detailed plan of the Raptor system procedures is provided in the district staff documents.

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:

- App: Search for "SafeSchools Alert" in the App Store to download for free
- Phone: 317.647.4850
- Text: Text your tip to 317.647.4850
- Email: 1927@alert1.us
- Web: http://1927.alert1.us

You can also go to any of Tipton school's web page 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.

Staff Conduct

Harassment

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. For more information on this policy, please refer to Board Policy A100.

The school's Safe School Alert reporting system can be used to report harassment of staff members. This is linked on the school website as Report Bullying/Safety Incident.

Staff Discipline

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. For more information on this policy, please refer to Board Policy D375.

Mandatory Reporting

As per Board Policy D325, 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 Policy

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. This is listed under Board Policy D275.

Smoke Free Buildings

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. For more information on this policy, please refer to Board Policy A250.

Drug Free Workplace

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. For more information on this policy, please refer to Board Policy C450.