



Richland-Bean Blossom Community School Corporation

EDGEWOOD INTERMEDIATE SCHOOL

Caring. Daring. Preparing.

“Home of the Eagles”

2026-2027 Parent/Student Handbook Addendum

7600 West Reeves Road

Bloomington, IN 47404

Phone: (812) 876-2219

Fax: (812) 876-2269

Principal: Mr. Andy Scholl

Assistant Principal: Mrs. Katy Key

WELCOME

We are proud of the heritage we are building at Edgewood Intermediate School. The strong tradition of commitment to our students is shared within our community, parents, and staff members. The safe, caring Edgewood Intermediate School Community empowers each student to dream, explore, and achieve.

This handbook is a resource for you to use when questions arise about school procedures. We follow the guidelines set in this handbook for the safety and best learning environment for all students in our school family. EIS uses best practice strategies for the education of all students. It is your child's responsibility to follow the procedures set forth in this handbook.

Working together with our parents, students, and the entire school community, we trust that the 2024-2025 school year will be our best school year ever!

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EIS MISSION STATEMENT

Edgewood Intermediate School strives to be a dynamic, caring, safe, and engaging environment that respects all people and is dedicated to the pursuit of life-long learning.

We believe...

...every student has the ability to learn and should receive equal yet diverse learning experiences.

...students benefit from a positive sense of self-worth.

...all students need guidelines and consequences to learn self-control, self-discipline, as well as respect for themselves and others.

...students learn best when they and their families are actively involved in the learning process.

...students should acquire the lifelines to work cooperatively and be accountable for their actions in becoming productive citizens.

...students need to value life-long learning.

DAILY SCHEDULE

School Begins:	8:25 a.m.	Tardy Bell:	8:45 a.m.
First Bell for Dismissal:	3:10p.m.	Dismissal Bell:	3:15p.m.

WEDNESDAY MORNINGS

School Begins:	9:25 a.m	Tardy Bell:	9:45 a.m.
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CLASS ASSIGNMENT Edgewood Intermediate School follows best-practice strategies to help our students achieve the maximum positive learning environment that we can create in our school. To develop this learning environment, we balance our classes as closely as possible with gender and academic levels. To ensure that our students learn to work in an environment that teaches them responsibility, patience, persistence, and flexibility, we help our students learn to have compassion and understanding for those around them.

Edgewood Intermediate School has highly-qualified staff and they are trained yearly with professional development to know how to teach students the most effective way. We strive for

the best for our students and seek the most challenging ways to help our students meet their potential.

Edgewood Intermediate Administration and staff understand that moving a student after the beginning of a school year has been established can be very emotional and the adjustment period can be longer than usual. Administration will use every possible strategy to keep a child with his/her classmates until the end of the school year. However, sometimes a behavioral issue can cause a need to have placement elsewhere.

HOMEWORK POLICY STATEMENT Homework refers to an assignment to be completed during a period of time whether supervised during study time or outside of the class at home.

Well-chosen, clearly communicated homework is an integral part of the instructional process in the extension of classroom learning at Edgewood Intermediate School. Homework that teaches, reinforces, enriches, and enhances instruction encourages families to become more involved with education. It also teaches students to work independently and to become more responsible for their own achievements.

RESPONSIBILITIES OF THE STUDENT Each student has the responsibility to develop good work and study habits. The student should clarify with the teacher any questions pertaining to instructions for homework at the appropriate time. The student should take home any materials and information needed to complete the assignment. The student should learn to budget his/her time. When study time is provided during the day, the student should take advantage of it. Long-term assignments should be planned, so they do not have to be done all at once. It is the student's responsibility to return all work completed to the teacher by the date requested. Students must also make up the work missed during an absence.

RESPONSIBILITIES OF THE PARENT It is important for parents to support the teacher and to instill in the child an attitude that homework is an important and necessary part of the learning process. Parents should provide a quiet, well-lighted place in which their child may study. Parents should encourage and support their child's efforts and be available for questions, being careful to remember that homework is the child's responsibility, not the parents. Parents should check their child's work for accuracy and neatness as needed.

MAKE-UP WORK Make-up work is the responsibility of the student. A student will receive an equal number of days to make up work as he/she was absent from school. Example – if a student is out one day, they have one day to make up the work when returning to school. The student may receive an "F" for work not made up within the appropriate number of days. A request for make-up work can be made on the second consecutive day a student is absent by calling the school office before 9:00 a.m. Requests after 9:00 a.m. cannot be processed until the following school day. Assignment requests are prepared during the teacher's preparation period; therefore, requests must be limited to extended illnesses. The make-up work and student's books are to be picked up in the school office before 4:00 p.m. A student who is absent the day of a test is expected to take the test upon returning to school. Again, students are encouraged to record daily assignments, long-term projects, and upcoming events in their agendas.

LATE WORK All assignments can be turned in up to one week later with full credit being earned. Assignments beyond one week and up to two weeks late will receive half credit earned. Assignments beyond two weeks late will be entered into the gradebook for zero points. **These assignments will be denoted with a “missing” comment.** At the end of a grading period, no more late assignments will be accepted for credit.

ASSESSMENT RETAKES Assessments fall into two categories, formative and summative.

Formative assessments are ongoing checkpoints throughout a unit. They inform instruction going forward. These assessments are recorded as classwork and opportunities can be given to retake these assessments or earn back missed points. **Summative** assessments are the final checkpoint of a student's mastery of a skill and cannot be retaken.

EXTRA CREDIT A grade shall be an accurate reflection of a student's mastery of the content. Therefore, additional work to raise a student's grade will not be given. However, extra credit may be given at teacher discretion based on exemplary work on an assignment given to all students.

GRADES IN HARMONY Teachers shall enter grades into Harmony in a timely manner. All work turned in during a particular week shall be graded and entered into Harmony by Wednesday of the following school week. This excludes weeks when school is not in session.

WEIGHTED GRADES Grades in English/Language Arts and Math will be weighted as follows:

- English/Language Arts
 - Assessments 60%
 - Classwork/Homework 40%
- Math
 - Assessments 60%
 - Classwork/Homework 40%

GRADES The following grading system is recommended for use at Edgewood Intermediate School:

A+	100
A	93-99
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	0-59

*Special Areas grades are as follows:

O-Outstanding, S-Satisfactory, U-Unsatisfactory

SEMESTER GRADES Each semester is divided into two grading periods of nine weeks each. To complete the semester grade the above grading scale will be used. Each nine (9) weeks represents $\frac{1}{2}$ of the semester grade. Special Areas (art, music, and physical education) will give only semester grades.

ATTENDANCE POLICIES Edgewood Intermediate School follows the guidelines of the State of Indiana and Richland-Bean Blossom Community School Corporation policy. (See Corporation Handbook)

ATTENDANCE PROCEDURES Edgewood Intermediate School follows the guidelines of the State of Indiana and Richland-Bean Blossom Community School Corporation policy. (See Corporation Handbook) Parents should call the attendance clerk at 876-2219, (ext. 2403) before 9:00 a.m., for a morning tardy and/or absence. If students arrive late to school, they must report to the office and receive a pass to class. A student that is absent from school may not attend any after school activities. Students with more than 10 absences will require a doctor's statement for each absence after that. Some circumstances such as hospitalization, long-term illnesses will be taken into consideration with this procedure.

DOCTOR'S NOTES Although a doctor's note is not required until a student has exceeded 10 days, it is always recommended to bring a doctor's note when returning to school.

TARDY TO SCHOOL Students tardy to school are to report to the Attendance Clerk to sign in. If a student is tardy to school 10 days per year, a lunch detention or after-school detention can be served.

LATE ARRIVAL AND EARLY DISMISSAL After the last bell (8:45 AM) has rung, you must come in with your child, check into the office and get a pass for your child before your child may go to his/her room. Also, if you need to pick up your child early before the normal dismissal time, 3:15 PM, the office staff will call the classroom to have him/her sent to the office. Early dismissal disrupts all classroom students, so please try to keep these to a minimum. Students may only be released to a parent or responsible adult whose name is listed as an emergency contact in his/her Harmony Student Data System record. Students must be signed out at the office before leaving the building.

Students will be marked absent for half-day if they arrive after 10:30 a.m.

Students will be marked absent for half-day if they leave before 1:15 pm.

If someone other than the parent or legal guardian is picking up your child, the teacher or office staff must be notified in writing, otherwise we will send your child home according to the instructions you provided and/or entered into the Harmony Data System. Verbal notifications from the student will not be accepted. Students often confuse facts which cause much inconvenience for you and the school. If for some reason a particular family member does not have authority to pick up your child (i.e. a non-custodial parent), a legal document must be presented to the school office.

No student will be released to any government agency without proper warrant or written

parental permission except in the event of an emergency as determined by the principal.

Teach your child at an early age that punctuality is important. Excessive tardiness will lead to a meeting with parents and administration.

EXTRACURRICULAR ACTIVITIES A student who is unable to attend school is also unable to attend extracurricular activities later in the same day. A student who attends school for the second ½ of the day may attend extra-curricular activities that day. Students serving In School or Out of School Suspensions may not participate in or attend class activities or extracurricular activities on the assigned days.

CAFETERIA

1. Students must use their pin number to access their account.
2. Students may access only their account.
3. Students may add money to their account in the a.m. only.
4. Money should be placed in an envelope with the student's name.
5. All students sitting at a table are responsible for litter.
6. Permission must be given to move from seat to seat in the cafeteria.
7. Use common sense and manners while eating.
8. Do not touch someone else's food or share items.
9. Follow requests of cafeteria supervisors the first time they are given.
10. Students are not allowed to take food/drink from the cafeteria.
11. Violation of rules can result in an isolated lunch period.
12. Follow cafeteria procedures that are posted.

CLASSROOM PROCEDURES Individual teachers and/or grade levels have procedures that are enforced in their own classrooms. The following guide-lines should be followed throughout the building:

1. Student behavior should encourage learning.
2. Respect others at all times and use courtesy.
3. Follow the classroom procedures.
4. Be responsible and take care of your school.
5. All students may bring a water bottle to school with only water unless there is prior approval.

SCHOOL DISCIPLINE Edgewood Intermediate School strives to develop good character education for our students. We help our students become productive citizens and lifelong learners. Edgewood Intermediate School believes that proactive learning results in positive growth toward correct behavior.

EIS uses a discipline matrix in the school environment to align disciplinary practices. The caregiver version of the matrix is shown below:

Discipline Matrix (Caregiver Version)

Type A Behaviors (Addressed within the classroom)	Type B Behaviors (Teacher-assigned consequence with Harmony classroom referral, follow up with SEL team member)	Type C Behaviors (Automatic Harmony office referral to administration)	Category: RBB Graduate Profile Citizenship/Morals/Academic
	Persistent type A behavior	Persistent type B behavior	
	Inappropriate language (cursing in conversation, inappropriate gestures (middle finger), discussion/language about socioeconomic status, race, culture, sexual orientation, etc)	Racial, sexual, intelligence-students with special needs, or cultural harassment (physical or verbal)	Compassion/Citizenship
Lack of attention (sleeping in class, unable to stay on task, rushing through work, note writing/distracting other students, etc)	Disrespect to an adult (rude gestures, comments under your breath, backtalk)	Severe disrespect to an adult (cursing at the teacher/adult, verbal attacks that are personal, etc)	Compassion/Morals
Irresponsibility (failure to turn in homework or assignments, completing no work (non-disruptive), unprepared for class (fails to turn in work), dishonest about work)	Participating in cheating (copied homework, daily work, projects, or tests)	Plagiarism, state testing issues	Resilience/Academic
Personal space/desk violations (getting out of one's seat, tipping the chair, putting feet on the desk, etc)	Area violations- being in an area (hallway, classroom, bathroom, stairs) that you are not supposed to be in or are not regularly in	Skipping class or leaving your classroom without permission	Critical Thinking/Academic
Mild disruptions (talking without permission, making noises, blurting out, etc)	Continual and deliberate disruption of class, stealing (from someone else's area)	Serious violations of safety or rules (pulling a fire alarm, playing with hazardous materials, fighting with food, malicious pranks, etc)	Critical Thinking/Citizenship
Minor negative behaviors (invading others' space, misuse of supplies, etc)	Throwing of non-dangerous items (erasers, pencils, etc)		Critical Thinking/Citizenship
Not following classroom or school expectations, procedures, routines	Refusal to comply with an adult directive to classroom or school expectations, procedures, routines	Refusal to comply with an adult directive when safety is concerned	Collaboration/Citizenship
Mild horseplay (aggravating or annoying peers, running around, touching other people or their things)	Moderate horseplay (running, tripping, pushing, slapping, playing a prank on someone)	Possession of a weapon or illegal substance	Critical Thinking/Morals

Bickering and disagreements between students	Persistent or heated conflict between students that could lead to violence	Physical violence (hitting, kicking, biting, throwing dangerous items, etc.)	Collaboration/Citizenship
Gossiping/talking about other students	Moderate gossiping/verbal conflict (name calling, insults, rumor spreading, or exclusionary jokes)	Severe bullying (repeated threats or intimidation)	Compassion/Citizenship
Misuse of computer privileges (using games, email, videos, etc at an inappropriate time)	Repeated misuse of computer privileges (using games, email, videos, etc at inappropriate times)	Inappropriate use of a device (inappropriate material-vulgar, obscene, etc.)	Critical Thinking/Morals

ADDITIONAL OPTIONS Other options which may be used when students misbehave include counseling with a student or group of students, conferences with a parent or group of parents, and/or assigning students additional work.

DISCIPLINE OPTIONS The following is a brief summary of the disciplinary options which may be assigned to a student by the principal:

Detention/Lunch Detention/Half Day In-School Suspension

A teacher has the right to remove a student from his/her class or activity for the balance of the school day if there is a need to restore order to an atmosphere conducive to learning in the classroom for all students. If a student has a discipline problem in a class, in the cafeteria, at recess, or on any part of school property, the student may receive a Discipline Notice.

In-School Suspension

In-school suspension (ISS) for 1-10 days is assigned by administration. Students who are given in-school suspension are given assignments by their classroom teacher to work on during the In-school suspension period. Students receive full credit for their work completed during this time and will receive their intervention services. **STUDENTS ARE NOT PERMITTED TO ATTEND OR PARTICIPATE IN EXTRA-CURRICULAR OR SCHOOL SPONSORED ACTIVITIES FOR THE DAYS ASSIGNED IN SCHOOL SUSPENSION.**

Out of School Suspension

Out of School suspension for 1-10 days is assigned by the administration. Out of school suspension shall be made only after the principal has made a thorough investigation and has then determined that such suspension is necessary to prevent interference with an educational function or school purposes. **STUDENTS ARE NOT PERMITTED TO ATTEND OR PARTICIPATE IN EXTRACURRICULAR OR SCHOOL SPONSORED ACTIVITIES FOR THE DAYS ASSIGNED TO OUT OF SCHOOL SUSPENSION.**

BEFORE/AFTER SCHOOL CARE Edgewood Intermediate School has a before/after school extended care program. Parents may sign up for this with the director. The cost is minimal for this service and all information will be provided by the director. EIS office staff can direct you to the person to contact for this service.

PROGRESS REPORTS AND CONFERENCES Parent-teacher conferences will be conducted throughout the school year on designated Wednesdays. Report cards will be sent each nine week grading period.

STUDY TRIPS Students are expected to follow all school procedures and guidelines when on study trips. Any student who does not comply and risks the safety of themselves or others will be sent home. Parents will be required to pick their child up from the location of the study trip.

PTO The parent-teacher organization is vital in providing our students with the enriched experiences that a school budget cannot offer. These meetings are held once a month on a designated night in the school library.

BIRTHDAY INVITATIONS Edgewood Intermediate encourages all parents to send invites to birthday parties by utilizing times/methods “outside” of the school day. We will not allow students to hand out birthday invitations at school. If you have a situation where you can not contact an individual that your student wants to invite, then contact the teacher directly and he/she can help arrange communication.

TITLE I SCHOOL PARENT INVOLVEMENT POLICY Schools receiving Title I money are required annually to provide parents with information about their rights as a parent whose child is receiving services from a Title I staff member. EIS has a Reading Interventionist who is a certified teacher.

As part of the Title I requirements, parents have the right to request regular meetings, be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program, and opportunities to jointly develop the Title I program plan. This would include making suggestions for modifications in the process for improvement. Parents have a right to participate in decisions concerning their child's education in an effort to monitor and improve the educational achievement of their child.

The curriculum for Title I students will be the same as the students at that grade level. The instruction may be individualized or in small groups, however, the expectations will be similar. Students will be expected to meet the state standards that are required by the state of Indiana.

DIBELS mClass and math screening and progress monitoring assessments are given three times per year and determine eligibility for Title I services and to monitor the student's progress.

MULTI-TIERED SYSTEMS OF SUPPORT Response to Intervention builds on the requirements of the “Every Student Succeeds Act” (ESSA). All EIS students are given DIBELS mClass and math screening and progress monitoring assessments three times per year. All students are given a formal assessment of ILEARN or I AM in the spring of each school year.

MTSS is a national movement designed to accomplish three important goals.

1. Ensure all students receive research-based instruction,
2. Provide progress monitoring tools that will be utilized in making data-based decisions in terms of interventions and modifications.

3. Provide a more practical method of identifying students as learning disabled. This is based on a 3-tiered model that monitors student progress on interventions, and uses this information to determine who is in need of more services.

STATE ASSESSMENTS

IREAD Testing: IREAD is an online, untimed, multiple-choice reading assessment consisting of three separate test segments. The first segment measures foundational reading skills, including phonics and vocabulary. The remaining two segments assess students' ability to silently read and comprehend nonfiction and literary texts. Indiana educator committees collaborated with content experts to create the IREAD Test Blueprint and Item Specifications and ensure all test items align with Indiana Academic Standards. All second grade and third grade students are required to take IREAD in March. Students who receive a passing score in second grade are not required to take the test in future grades. Second grade students who do not initially pass the test will receive further reading interventions during the school year and re-take the test in May or at the conclusion of summer school in June. Second grade students who do not receive a passing score at either of these times will receive reading interventions in third grade and re-take the test in third grade. Students who receive a passing score in third grade are not required to take the test in future grades. Third grade students who do not initially pass the test will receive further reading interventions during the school year and retake the test in May and at the conclusion of summer school in June. Students who do not receive a passing score at either of these times have the possibility of being retained in third grade if they do not fit a Good Cause Exemption category as defined by the Indiana Department of Education. Students who do not pass in third grade will continue to test through grade 6 summer administration until the student passes IREAD or enters grade 7.

ILEARN Testing: Indiana's Learning Evaluation and Assessment Readiness Network (ILEARN) is the summative accountability assessment for Indiana students in grades three through eight and high school biology. ILEARN measures student achievement and growth according to Indiana Academic Standards for English/Language Arts for grades three through eight, Mathematics for grades three through eight, Science for grades four and six, and Social Studies for grade five. The Indiana Department of Education (IDOE) also includes three checkpoints for Grades 3-8. These checkpoints are a newer component of the ILEARN assessment for English/Language Arts (ELA) and Math.

Refer to the Richland Bean-Blossom Community School Corporation's handbook and Board Policies for further information.