



East Side Staff Handbook

2019-2020

STAFF HANDBOOK

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Mission Statement

School

East Side Elementary School, with the support of the school and community, seeks to provide all students the resources to gain knowledge and become lifelong learners in an environment, which encourages a positive self-concept and promotes excellence.

Corporation

The mission of the Edinburgh Community School Corporation is to provide a learning environment that challenges every student’s intellectual potential; nurtures personal development through the teaching of the arts, sportsmanship and community values; and prepares all students to pursue their goals, to live a healthy life and be responsible, involved citizens.

Vision & Core Beliefs

School

East Side students display PRIDE. “I am positive, responsible, improving, disciplined, and engaged.”

Corporation

Our commitment to excellence today promotes excellence tomorrow!

Purpose of the Handbook

This document outlines the policies and procedures of East Side Elementary School. This handbook is intended to assist the staff with the everyday activities of the school, and is designed for easy amending. In the event any section in this handbook is in conflict with the Master Contract or the Administrative Handbook, that section is considered void. All teachers are expected to be familiar with the contents of this handbook, as well as the student/parent handbook.

Student-Parent Handbook

The East Side Student Handbook has been revised and approved by the Board of Trustees. Teachers are asked to set aside a portion of the day during the first week of school to review the material in the student handbook

with their classes. Please stress the sections on attendance and discipline. Teachers shall pass out and collect forms from students and parents for reviewing the student/parent handbook.

Staff Attendance

Teacher absence burdens staff members who shall share your duties and responsibilities. Please do all you can to be on time and present. Your consistent presence is an excellent way to demonstrate commitment to your students.

When you are ill or experience an emergency, call the school sub line at **812 526-9771, ext. 3434**, and leave a message. **Please make every effort to call before 9:00 p.m. in the evening or before 6:00 a.m. in the morning, as we need this time to arrange a substitute.** It is the responsibility of the staff member to notify the sub coordinator as soon as possible for any planned absences so a substitute teacher can be arranged in plenty of time.

Since doctor appointments are not easy to schedule and often are during the school day, flextime shall be available for people to help reduce this problem. The plan is for you to schedule your appointment as late in the day as possible and find a person to cover your responsibilities for the time you are gone. It is your responsibility to arrange coverage during your flextime absence. You shall not be charged a day off. You shall need to fill out the Flextime Request Form. Be sure to list the person or persons covering for you and the time you plan to be gone. This is a privilege and needs to be used only when necessary. This shall be monitored and restricted to a total of five times a school year.

Be sure your lesson plan book and substitute folder are in order. Included in this shall be an up-to-date class schedule, roster, seating chart, student transportation instructions, and the Crisis Intervention Plan [flipchart].

Student Attendance

Attendance needs to be posted to PowerSchool by 8:30am each day. The teachers are asked to familiarize themselves with the student attendance policy (see Student-Parent handbook). No student shall be accepted into the classroom when tardy from home unless that student has a pass from the office. If a teacher is notified that a student may have moved, please notify the attendance secretary.

Staff Meetings

Unless otherwise noted, staff meetings shall be held on the second Wednesday of each month from 3:05 to 3:45 p.m. Staff meetings shall be designated primarily for Professional Development. Meetings shall begin promptly at 3:05 in the library, unless otherwise notified. Other meetings shall be scheduled as needed.

Behavior Protocol for Meetings: All after-school meetings, such as staff or committee meetings, shall end promptly at 3:45. Noted exceptions include voluntary meetings, paid meetings, and case conferences.

- If you are unable to attend a required meeting, please notify the Principal and committee chairperson as soon as possible.
- If you shall leave a meeting before it has ended, please politely excuse yourself or let the group know ahead of time. If you shall leave a staff meeting early, please notify the Principal in advance.
- Be respectful. Be attentive. Be professional. Be prepared.

Committees

Our committees reflect our commitment to academic excellence. The chairperson is responsible for organizing each meeting and keeping the group focused on the task at hand.

Leadership Committee: This committee meets to discuss overarching needs of our school, including but not limited to: School Improvement Plan, Title I, School Climate, Professional Development, and Technology. The Principal shall lead this committee.

Social Committee: This committee is voluntary (meeting as needed) and shall be responsible for showers, retirements, parties/celebrations and teacher appreciation week and other occasions as the need arises.

GEI Team

General Education Intervention- GEI: This team meets regularly to assist the classroom teacher by brainstorming alternative strategies for a student experiencing academic/emotional difficulties, and then developing a plan to address the student's needs. After the teacher implements the plan, the team shall reconvene to discuss the success of the plan, revisit the plan, or recommend testing. The Counselor shall lead this team.

Grade Level Planning

Common planning time has been built into your schedule to enable the grade level teams to meet at least once a week formally to discuss curriculum, assessments, disaggregate data, collaborate, etc.

Tasks include but are not limited to:

- Arranging meeting times that are mutually agreed upon.
- Setting the agenda of each meeting and arranging for the appropriate data.
- Securing any necessary resource personnel needed at the team meeting.
- Keeping the Principal informed of the actions taken in the meetings.

Instructional Aides

Instructional Aides are to assist in the instruction of students, either in small groups or one-to-one instruction. They are not to be making copies, grading papers, etc. for the teachers as this does not directly benefit students. They **do not** conduct recess duty unless they are a substitute for that day.

Professionalism

It is expected that all staff members conduct themselves in a professional manner at all times. Jokes and conversations that have sexual innuendoes or connotations shall be avoided.

You shall always present a positive image (in language and appearance) of our school to the community, our parents, and to other visitors. Personal cell phone use throughout the school day shall be avoided.

Discussions related to individual children shall be done in a fair and reasonable manner. The conversation shall ultimately lead to planning and/or actions that will help that individual.

Teachers' Lounge/Workroom

The lounge is the area designated for you to relax, eat lunch, etc. In order to keep the lounge area a relaxing environment, please do your best to help keep the tables and overall room clean. It is also requested that items that are no longer wanted are not "dumped" on the tables in the teachers' lounge. This clutters the room and takes up valuable space on the tables.

Your "lounge talk" may determine your morale for the day. Also, please remember that children are not allowed in, but the sounds that you make are allowed out. If you would not want it to be overheard, it shall not be said. Copiers are located in the teachers' lounge.

Dress Code

The classroom teacher is the key to the attitudes and behaviors within the educational setting. One's dress is a factor in determining the classroom climate. **Professional dress is the model for the proper attitudes and behaviors within the school.** Dress neatly and be well groomed at all times when working with students. Casual dress is appropriate for specific occasions, such as field trips to parks, designated Friday spirit days, etc. Examples of casual dress include but are not limited to: jeans, running suits, T-shirts, and the same items listed for our students. As a professional, it is important to dress neatly on casual days as well. Dress shall be one area viewed for staff evaluation.

Please be aware of the dress code for students as found in the student-parent handbook. All staff members shall enforce the dress code consistently when dealing with our children.

Classroom Procedures

Organize your classroom. Set high expectations.

- A. Establish definite traffic patterns ...
 - 1. entering and leaving the room
 - 2. emergency exit of the room
 - 3. procedure for hanging outer garments
- 4. movement within the room (i.e. reading groups, etc.)

- B. Establish rules for materials ...
 - 1. passing out and picking up materials
 - 2. sharpening pencils
- 3. turning in assignments

- C. Establish room rules ...
 - 1. talking, movement, work habits
 - 2. restroom privileges
 - 3. student privileges

- D. **Never** leave the classroom unsupervised.

Students Leaving the Building

No child shall be able to leave the building without the permission of the Principal or her designee.

All parents/guardians shall sign students out in the office. The office shall page your room to send the student to the office. Do not release any students unless otherwise notified.

Classroom Atmosphere

Classrooms shall be attractive learning environments in which exciting, motivational educational activities must be on going. To accomplish this, the following are examples to keep in mind:

- ü Observe good housekeeping rules. Students shall clean their desks weekly. Teachers shall set an example by keeping their work areas neat and organized.
- ü Don't accumulate large amounts of supplies in your rooms- our budget is limited!
- ü Bulletin boards shall reflect current instruction and shall be changed regularly.
- ü Excellent examples of children's work shall be proudly displayed.

- ü Motivational charts and/or displays shall be prominent and up-to-date.
- ü Pictures of children who have excelled in some way shall be displayed.
- ü Children shall be rewarded for exceptional work and/or effort.

Classroom Door Windows

No more than 25% of any classroom door window may be covered. Due to safety issues, adults shall be able to view the classroom without opening the door.

Helpers

Older students are not to be used excessively by teachers as classroom helpers or volunteers in other classrooms. All students are here to learn a prescribed curriculum.

Sending Students to the Office

Please do not send students to the office without an explanatory note. They shall be sent back to your room. If a student is being sent to the office for a disciplinary issue, a Discipline Report shall be sent with the student.

Discipline

A strong educational program depends on how well each student monitors himself or herself. A student’s good behavior is essential in order to achieve one’s potential. All positive encouragement toward this end shall help our children to become better individuals. A framework of Positive Behavior Supports (PBS) exists to help create a safe, supportive, learning environment, promote positive life skills, and reduce negative behaviors so that all children can succeed in school. The foundation of PBS is clear behavioral expectations for all students. The chart below explains that East Side students will show Lancer P.R.I.D.E. Please note that there are descriptions of how the five behavioral expectations (I am **Positive**, **Responsible**, **Improving**, **Disciplined**, and **Engaged**) should look in all school settings.

PRIDE Chart

I am...	POSITIVE	RESPECTFUL	IMPROVING	DISCIPLINED	ENGAGED
	<i>I have a good attitude toward myself and others, and I expect the best.</i>	<i>I treat others the way I want to be treated.</i>	<i>I strive to do my personal best with academics and behavior.</i>	<i>I make the right choices and follow the rules. I am responsible.</i>	<i>I do what I am supposed to do when I am supposed to do it.</i>
Classroom	I will smile. I will respond appropriately to adults and others.	I will keep my hands and feet to myself and recognize the personal space of others. I will use kind words and actions.	I will take my time and do my best on all assignments. I will learn more every day.	I will arrive to school and class on time with the necessary materials. I will do all my work in class and homework.	I will participate. I will share my thoughts and ideas.

	<p>I will show interest and enjoy learning.</p> <p>I will get along with others.</p> <p>I will praise my peers.</p>	<p>I will help others when possible.</p>	<p>I will ask questions when I need help.</p> <p>I will be a role model by setting a good example with my behavior.</p> <p>I will use time wisely.</p>	<p>I will turn all forms and assignments in on time.</p> <p>I will take responsibility for my actions.</p>	<p>I will listen to others when they are speaking.</p> <p>I will follow directions.</p>
Hallway	<p>I will smile.</p> <p>I will respond appropriately to adults and others.</p>	<p>I will keep my hands and feet to myself and recognize the personal space of others.</p>	<p>I will be a role model by setting a good example with my behavior.</p>	<p>I will move quietly.</p> <p>I will take responsibility for my actions.</p>	<p>I will walk in a straight line on the right-hand side of the hallway.</p> <p>I will pay attention.</p>
Restroom	<p>I will respond appropriately to adults and others.</p> <p>I will get along with others.</p>	<p>I will keep my hands and feet to myself and recognize the personal space of others.</p> <p>I will respect the privacy of others.</p> <p>I will wait my turn.</p> <p>I will properly use equipment.</p>	<p>I will be a role model by setting a good example with my behavior.</p>	<p>I will keep quiet so that I do not disturb others.</p> <p>I will take responsibility for my actions.</p>	<p>I will get in, do my business, and get out.</p> <p>I will wash and dry my hands.</p> <p>I will place paper in the trash.</p> <p>I will return to my line or room.</p>
Recess	<p>I will smile and have fun.</p> <p>I will respond appropriately to adults and others.</p> <p>I will get along with others.</p>	<p>I will keep my hands and feet to myself.</p> <p>I will use kind words and actions.</p> <p>I will be a good sport and cooperate with others.</p> <p>I will share playground equipment.</p>	<p>I will be a role model by setting a good example with my behavior.</p> <p>I will let an adult know if I need help.</p>	<p>I will use playground equipment as directed.</p> <p>I will wear appropriate clothing for the weather.</p> <p>I will take responsibility for my actions.</p>	<p>I will follow directions.</p> <p>I will stay in the designated area.</p> <p>I will line up quickly when the signal is given.</p>
Cafeteria	<p>I will smile.</p> <p>I will respond appropriately to adults and others.</p> <p>I will get along with others.</p>	<p>I will keep my hands and feet to myself.</p> <p>I will use good manners.</p> <p>I will use kind words and actions.</p> <p>I will keep my area clean.</p>	<p>I will be a role model by setting a good example with my behavior.</p> <p>I will make healthy choices.</p>	<p>I will sit where I am directed to sit.</p> <p>I will talk softly to those near me in line and at the table.</p> <p>I will raise my hand when I need something.</p>	<p>I will follow directions.</p> <p>I will eat my lunch.</p> <p>I will use my utensils correctly.</p>
Bleachers	<p>I will smile.</p> <p>I will respond appropriately to adults and others.</p> <p>I will show interest and enjoy learning.</p>	<p>I will keep my hands and feet to myself.</p>	<p>I will be a role model by setting a good example with my behavior.</p>	<p>I will clap appropriately.</p> <p>I will keep my feet quiet.</p> <p>I will sit on the red seats and keep my feet in the grey areas.</p>	<p>I will listen carefully to the speaker or performer.</p>
Bus	<p>I will smile.</p> <p>I will respond appropriately to adults and others.</p>	<p>I will keep my hands and feet to myself and recognize the personal space of others.</p> <p>I will use kind words and actions.</p>	<p>I will be a role model by setting a good example with my behavior.</p> <p>I will make safe choices.</p> <p>I will let the bus driver know if I need help.</p>	<p>I will talk softly to those near me.</p> <p>I will use appropriate language at all times.</p> <p>I will keep track of my belongings.</p> <p>I will get off the bus at the stop.</p> <p>I will get permission to open windows.</p>	<p>I will follow directions.</p> <p>I will stay in my seat until it is time to get off the bus.</p>

All staff shall feel responsible, and justified, to correct any unsupervised student in the building observed disobeying school rules. The teacher's initial organization and management of the classroom sets the disciplinary tone. *Begin strict, you can always loosen the reins.* The procedure for the disposition of discipline, in general, is set forth in the student-parent handbook. Teachers shall be familiarized with these guidelines and procedures.

All consequences for students shall fall within the guidelines set forth in the student handbook.

Classroom discipline plans shall include specific rules, limit-setting consequences, and positive consequences for desired behaviors.

- A. Rules shall deal with observable behavior.
- B. Rules shall be simple and consistently administered.
- C. Students should know in advance what shall happen if they choose to act irresponsibly.
- D. Mistakes and poor choices become the student's responsibility.
- E. Limit-setting consequences shall be logical and realistic.
Recommendations and alternatives for consequences include individual student conferences, isolation in the classroom, removal of privileges or activities, notification of parents, etc.

When there is a serious rule violation, including repetitious misbehavior in which the teacher has made a minimum of four documented attempts at correcting the behavior [with at least one of those involving parent contact], the Principal shall become involved. The discipline policy set forth in the student-parent handbook shall be enforced at all times. Situations involving students' interpersonal relations shall first be sent to the Counselor. It is obviously to the teacher's advantage to handle most problems at the classroom level. When students are sent to the office for discipline, a Discipline Report shall be sent unless the situation demands immediate removal of the student. For your protection, documentation of a student's discipline problems is strongly recommended. Once the student has been punished for the infraction, documentation of the infraction and the consequence shall be noted in the discipline section of PowerSchool by the office. If the child is identified with an emotional disability, please consult program support or the appropriate Special Education teacher when concerning behaviors arise before sending him/her to the office.

No Rescue Policy:

Natural consequences are powerful and always work. A natural consequence occurs when adults do not intervene in a situation but allow the situation to teach the child. Examples of natural consequences:

- If your daughter leaves ice cream sitting on the counter, it will melt.
- If your son stays up late, he will be tired the next day.
- If your child refuses to eat, he/she will become hungry.

By allowing students to experience natural consequences when appropriate, they shall learn to plan ahead and take responsibility for their actions. Therefore, a "No Rescue" policy is enforced at East Side. Students shall not be allowed to call home to ask for forgotten items, such as homework, lunch, permission slips, gym shoes, etc. The following examples would not be subject to the "No Rescue" policy: anything medical (such as medicine, eyeglasses, etc.); coats, hats, gloves, and other warm weather necessities, as well as, items brought to a student

before school starts. Our goal is to decrease pattern behaviors that allow students to avoid taking responsibility for their actions.

In-School Suspension (ISS)

Students placed in ISS shall be working in the office. They shall be monitored by both staff members and a video monitoring system. ISS is an alternative to out of school suspension, where students maintain school attendance and receive credit for schoolwork completed. ISS is only assigned by the Principal or Counselor as set forth by the guidelines in the student-parent handbook. ISS shall not be used as a time-out, and students shall not be sent to ISS by a teacher or a member of the support staff. A student shall be assigned ISS the day of or the day following the infraction. The teacher shall be responsible for providing work for the student to complete. Misconduct in the cafeteria shall result in a lunch ISS in which the student shall eat his/her lunch in the office.

Student Supervision

Student supervision in all areas of the school is important. We shall be consistent with our expectations for the common areas of the building. The first week of school, the Principal shall hold PRIDE behavior expectation meetings for each grade level on the following topics/areas: cafeteria, recess, hallways, restrooms, bus, and bleachers. Follow-through from the behavior expectations meetings throughout the school year is expected. The basic rules for all areas included: 1. Keep hands and feet to yourself. 2. Use a quiet voice. 3. Treat others with respect.

Restroom

At the restrooms, teachers shall check the condition of the restrooms before allowing the children to enter. Please report any problems to the office. Teachers are responsible for their students while at the restrooms. Ideally, there shall only be one class at the restroom at a time. Students are not allowed to use staff restrooms except in an emergency and only with adult approval and supervision. When the class is prepared to leave the restrooms, please check the condition of the restrooms. All teachers shall accompany students to and from the restrooms. Please emphasize that restrooms are not playing areas. Vandalism of the restrooms occurs as a result of children being allowed to go to the restroom unsupervised. Children shall be lined up quietly in the hall. They shall not be allowed to loiter in the restrooms. Much instructional time is wasted due to long restroom breaks. Please speed things along. Only those children who have an emergency or those who have a medical problem shall be allowed to go to the restroom individually. Their return time shall be closely monitored. It would be prudent to send a reliable student at the same time for monitoring purposes. Please do not allow the deterioration of our facility due to lack-of/improper supervision.

Lunchroom

Teachers are expected to escort students to and from the lunchroom at assigned times.

Lunchroom rules include:

- Ⓟ Enter the cafeteria quietly and in a straight line.
(Students shall remain in their lunch order for seating.)
- Ⓟ Use appropriate voices.
- Ⓟ Clean up all of your trash as your table is dismissed.
- Ⓟ Exit the room quietly and in a straight line.

Recess

There shall be two (2) licensed teachers per grade level during recess. *(IA's may not conduct recess duty, unless they are subbing for a teacher.)* The teacher-in-charge on the playground shall have a radio on them at all times. The radio and keys to the equipment box shall be kept in a lock box at the end of the hall. The lock box shall use a combination that all teachers shall know.

Teachers shall contact the office for any needed situation that would require help from the office. The office is **unit 7**. Teachers shall return the radios to their chargers after recess so the next group will be prepared for duty. Teachers are asked to report any unsafe playground equipment or condition to the office in writing.

If the wind chill is twenty-five (25) degrees or above, your grade level is expected to go out to recess. Everyone shall go to the ECSC website, and the temp is located in the right corner of the screen. If you hover over this with your mouse, it will tell you the wind chill (it says "Feels like..."). Please use this as your guide. You may elect to go out when it's a little colder if those on recess duty agree to do so. Otherwise, the twenty-five (25) degree wind chill is your guideline.

Curriculum

The Indiana Academic Standards drive our curriculum at East Side. Teachers are expected to adhere to these set academic standards as the guiding force for instruction in the classroom. Research shows that ninety minutes of core instructional time in both Language Arts and Math are beneficial in the elementary school setting. Children with more intensive needs may require more than the minimum of ninety minutes. Cross-curricular instruction is strongly encouraged. It helps students to make connections between subject areas and topics, thus improving retention of information. Both Science and Social Studies will be tested on the ISTEP+ exam and demand appropriate instructional time.

Special Notes:

- A. Specials classes are an important part of the educational program.
- B. Classroom teachers are not to keep students from Specials classes to do make-up work or as punishment.
- C. Specials teachers shall be willing to collaborate with general education and special education teachers to integrate the curriculum.

Instructional Planning And Organization

Good instructional and organizational planning is a shall in every classroom. If each teacher plans adequately, discipline problems are minimized and instructional effectiveness is maximized. It is the teacher's responsibility to make learning challenging, exciting, and meaningful.

Please follow these guidelines:

1. All teachers shall develop weekly plans in accordance with the Indiana Academic Standards which include:

Identification of the time frames for each lesson segment as well as time frames for Specials areas and duties.

Identification of subject, books, and other materials to be used.

Identification of the pages to be covered in a particular lesson.

Identification of grouping for reading and math.

Specification of objectives to be accomplished.

Specification of the procedure that shall be followed.

Specification of the evaluation component.

2. Plans for the current week shall be on the teacher's desk by the start of the day Monday morning.

3. Each teacher shall have the following items on or in his/her desk:

Attendance Folder (by end of day)

Weekly Lesson Plans

Seating Chart

Weekly Schedule

4. Each teacher shall have Substitute Packet on their desk.

5. Instructional time shall not be used for preparing instructional plans, and/or any other use not directly related to the instruction of children.

6. Please adhere as closely as possible to daily schedules.

Lesson Plans

Teachers are expected to have daily lesson plans. **The objective or topic of the lesson and the activity planned shall be stated and shall be linked to the Indiana Academic Standards.** Your lesson plan book shall be readily available for the benefit of guest teachers. All lesson plans shall be completed and available for the Principal to review if requested.

Evaluation and Instruction of Students

Each teacher shall devise his or her own method of grading and evaluating. It shall be fair, equitable, and justifiable. Students, parents, or administrators are entitled to discuss grades with the teacher upon request. This shall be done on an appointment basis.

Report Cards

Report cards are one of the most valuable means of communicating information to parents. Grades shall reflect actual achievement in the classroom. Remember that it is difficult to explain an ISTEP or ACUITY failure to a parent whose child has been receiving passing grades. Likewise, the Principal cannot support retention of students who have passing grades. Comments on the cards shall be made each grading period. Conferences shall be requested and completed for students who are not achieving their potential. Report cards are mailed home every nine (9) weeks.

The purpose of mid-term reports is keep the parents informed and abreast of academic concerns. Mid-term progress reports shall be available online for students through PowerSchool.

Each teacher shall have a record keeping system that adequately documents conferences, tardiness, disciplinary actions, parent notes, and communications concerning each individual child. These records are invaluable if the parent has any concerns with the actions the school takes regarding their child. It is important to keep all parent communication. Similarly, an accurate record of student achievement shall be kept up-to-date at all times.

Homework

Homework is an essential part of the educational process, as well as a means of serving to tie the school more closely to the home. Homework shall not exceed more than 10 minutes of per grade level, i.e. K-1st 10 minutes, 2nd 20 minutes, 3rd 30 minutes, 4th 40 minutes, and 5th grade 50 minutes.

Homework shall reinforce learning that took place in the classroom. It shall not be used to introduce new learning. It teaches students to work independently. It also teaches responsibility as students are responsible for not only doing the work but also getting it back to school. Homework aids the teachers in evaluating student progress. Studies show that increased exposure to new information results in increased retention of information. This shall be the driving force for assigning homework to students- to increase retention of information.

Our intermediate students shall be provided with agenda/assignment notebooks to keep track of class work and/or homework. Please make sure that students correctly use these notebooks. This is one way in which we can help students establish good recording techniques. The notebook serves as a communication tool between home and school.

Grading Policy

The purpose of letter grades is to communicate to students and parents the achievement of the student. The teacher in accordance with the definitions indicated below determines letter grades:

- A - The student is doing superior work.
- B - The student is doing above average work.
- C - The student is doing average work.
- D - The student is doing below average work, but meets acceptable minimal standards.
- F - The student's work is failing and below minimal standards.

There are many cases when letter grades cannot be equated to percentage marks due to the nature of the material being graded. The general grading scale that shall be utilized to equate percentage grades to letter grades is as follows:

100-99 = A+	89-88 = B+	79-78 = C+	69-68 = D+	<59 = F
98-93 = A	87-83 = B	77-73 = C	67-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	
O = Outstanding	S = Satisfactory		U = Unsatisfactory	

The (A and A/B) Honor Roll is determined by grades in all academic subject areas. Students with a 90% or higher at the end of each semester earn an exemplary ribbon for Physical Education, Art, and Music.

While this grading scale is the approved standard of the Edinburgh Community School Corporation, there may be circumstances where another scale or system would be more appropriate. However, other approaches are prohibited unless approved by the Principal.

The above sections on grading do not apply to Pre-K, Kindergarten, or Special Education. Special Education students shall be evaluated in accordance with each student's Individual Educational Plan (IEP). Modified grades shall be denoted on the report card with a comment such as, "with accommodations".

Alternative Grading System

An alternative grading system may need to be used for some students. Students that receive Special Education services, General Education Intervention services, or English as a Second Language services, may need to have an alternative grading system. Initial discussions for an alternate grading system shall take place at either a case conference or General Education Intervention [GEI] meeting.

Special Services/General Education Referrals

If you are concerned about the academic or emotional well-being of a student upon trying several different strategies within your classroom, we shall first implement a General Education Intervention [GEI]. It is your responsibility to have documentation of strategies that you have tried to address a student's weaknesses/difficulties. This is to be done prior to GEI referral. Next, contact the Counselor to begin the referral process for a GEI. The GEI team shall meet to discuss alternative strategies that can assist you. This General Education Intervention is required by law before a student can be referred for Special Services testing. The Counselor shall chair this team and shall meet regularly per the East Side Calendar. Plans shall be developed and implemented on any student presented to the team. The team shall then meet to discuss the success of the plan. Based on the success of the plan the team may then revisit the plan or recommend the student for more testing.

Promotion/Assignment/Retention

The welfare of the student is our primary concern in any action. The student shall benefit from the placement decision. There is a need for the student, parents/guardians, and teacher(s) to work together. The Principal shall have final authority when making student promotion, assignment, and retention decisions.

- A student shall be recommended for promotion to the next grade level upon the satisfactory completion of the current grade level, having mastered the necessary academic and social skills for success in the next grade level.
- A student shall be recommended for assignment to the next grade level when he/she has not mastered the necessary academic and/or social skills for success in the next grade level, and the school does not believe retention would result in the student's improved academic performance the next year.
- A student shall be recommended for retention in the same grade level when the student has not mastered the necessary academic and/or social skills for success in the next grade level, when the school believes retention is in the best interest of the student, and if the student does not qualify for an assignment. (NOTE: IREAD is taken by all 3rd grade students, and those who do not pass shall be retained unless it is determined by a case conference that qualifying students shall be assigned to the next grade level. **All 4th and 5th grade students shall follow the Student Accountability Policy.**)

Field Trips

Teachers are encouraged to extend their classroom walls to include educational experiences in settings within the community. Approval for trips outside the school grounds shall be dependent upon properly planned trips and necessary forms completed at least four (4) weeks in advance.

Each grade level shall have one (1) major trip and (1) minor trip (Johnson County/Bartholomew County). Walking field trips are encouraged. All field trips shall be approved by the Principal, and no grade level may take the same field trip as another, as our students deserve varied opportunities.

Parent Communication

Written communication is one of our most powerful tools to maintain a connection with our families.

Teachers are encouraged to maintain regular written communication with parents via a classroom newsletter, classroom website, or such.

It is each teacher's responsibility to see that all school letters or notices to parents are sent home with all students. It is also important to hold such items for absent students to take home later. If you have an ESL student in your class, please let our ESL/ELL aide know of any form of written communication, i.e. field trip forms, classroom newsletters, etc., that need to be translated. All letters or correspondence to agencies shall be cleared by the Principal's office. All correspondence that needs clearance from the Principal's office shall be submitted to that office at least twenty-four hours in advance of being sent. Notes to individual parents shall be dated and signed by the staff member.

Classroom telephones can be of great benefit to the teacher. Communication with parents of students is the primary purpose of having phones in each classroom. Use of phones for personal calls shall be kept at a minimum. Use of phones by students shall only occur under staff supervision/direction, and reserved for emergencies only. Calls made/received by staff during instructional time from personal cell phones shall be reserved for emergencies.

Parent/Teacher Conferences

For the education of most children, this short time frame spent with parents shall be the most important and hopefully the most productive of any time period of the year. If you're well prepared, the chances for positive results are greater. As you plan for your conferences, please include:

- A. Academic levels: be specific about performance
- B. Parental help: present ways for them to work with the student
- C. Give examples: this should be representative of all areas of work
- D. Special problems: attendance, behavior, rapport with others
- E. Summarize the conference and finish with a note of optimism

Other helpful items for conferences:

1. Have a copy of your schedule in the office.
2. Notify the Principal of any conference you would like for her to attend.
3. Use a table instead of your desk for the conference. This is less of a barrier and allows for greater display of student work.
4. Stay on the topic of the student. Keep away from matters of personal areas from the parents or yourself.

When retention is being considered, a separate parent-teacher conference shall be held to assist in the best placement of the child. This conference shall be held as soon as possible to prepare the parents and student for a successful learning experience. The teacher shall notify the Principal in writing when the conference is to be held and of the outcome. Be sure to provide the parent with written documentation of the meeting. Have the parent sign a copy for your records.

Student/Teacher Conferences

The private conference between the student and teacher can be a very useful tool when properly utilized by the teacher. Private counsel rather than public correction has unmatched natural benefits. The private conference gives us a greater probability for success in solving both classroom behavior and academic problems. It builds relationships between two people because it is personal. Students are not in a position where they feel they are being “watched” by their peers. The need to respond to save face, or seek attention that compounds many student-teacher confrontations is eliminated. Privacy is vital in correcting human behavior.

One of the biggest advantages of the private conference is found in the fact that the counsel comes later – not at the time of an infraction. This is good for the student and the class, as well as the teacher. It gives everyone time to think objectively. It also gives us an extra advantage. One of the first rules we learn about teacher-student conflict is to neutralize the environment. One can never forget that the responsibility for the tone of the private conference rests solely with the adult. The student is not the professional. We are! The variable is the student, while we are the constant. Regardless of the student behavior or actions during the conference, we shall establish and maintain a helpful, caring, and professional atmosphere. To establish this professional atmosphere, approach is of vital importance. Never forget that there are always two sides, and listening without interruption, is one reason you arranged for this meeting. The first few seconds of the conference has as much to do with success or failure of the meeting. It is here more than anyplace else, that the teacher shall lay the groundwork for a successful conference. It can be accomplished in the first few words. The importance is the beginning of the conference. It is teacher attitude that can turn discipline problems around.

IF the conference fails to alleviate the problem, **you** are to inform the parent or guardian of the specific concerns. It is important that parents know a problem exists and be aware of the action you are going to take shall the problem continue. A part of our accountability to all parents of this school is to keep them fully informed as much as possible. This is best done on a personal basis – teacher – student – parent. A **written record** shall be kept of all parent contacts concerning problems, which include:

1. Date and time of contact
2. General concerns
3. Proposed steps of action
4. Parent reaction

Substitute/ Guest Teachers

In order to accomplish a more professional service when the regular teacher is absent, the following preparation for substitutes is necessary:

1. Keep daily lesson plans up-to-date.
2. Prepare a specific sub folder and mark it as such for the guest teacher's use. This folder shall be left on your desk each evening and include:
 - a. Seating charts
 - b. Names of students in your morning and afternoon classes
 - c. Name of a child or two who are especially helpful
 - d. A copy of the daily schedule
 - e. Pertinent information concerning your particular room
3. Keep teacher guides, attendance/grade book, and items used daily in as easy to see area on the teacher's desk or nearby storage center.
4. If time permits, brief your classes regarding your absence, the work to be done, the behavior expected and the guest teacher's name. Let the students know you expect a report of their work and behavior.
5. Give proper credit for the work that was done during your absence. Students then feel the assignments were important and give them the proper attention.
6. In as much as possible, resume your work at the point where the guest teacher left it. Even though it may vary some from what you would have done. This creates a desired procedure when future substitution may become necessary.
7. If a guest teacher's work deserves criticism or involves the welfare of the school, it shall be taken up with the Principal and **not** mentioned or discussed in the presence of the students.
8. Follow up the suggestions, problems, and assignments of guests.

Student Records

Cumulative Folders will be kept in the office. If you receive information of an address or phone number change for any student, please notify the office so that we may up-date the files.

Cumulative Folders shall not have extraneous information in them. They shall contain:

- ü All test data - strips attached to folders and on cards
- ü Health Record
- ü Pertinent samples of child's work
- ü Home Language Census Form
- ü Guardianship Documents - if applicable
 - ü Special instructions from parents or guardians
- ü Most recent copy of the Notice of Parent Conference
- ü Cumulative Record Inspection Card

ü Special Education Documentation – i.e. IEP’s and Psychological Evaluations...

You shall be required to sign folders out of the office for use. Unless we have legal documents, do not change the child’s name on the folder.

When a child transfers you shall be notified as to the date of transfer. Teachers shall prepare and submit final grades. Bring those items to the office on the same day that the student transfers. The office shall forward that folder.

Any pertinent information or records that are a part of the student’s permanent record shall be sent to the office for insertion into the Cumulative Folder.

Teacher Record Maintenance

Each teacher shall maintain records for every student within their classroom. This record keeping shall include:

- A. Grade book – A record of student achievement in all subjects are to be kept. This shall support any grades that are given within a grading period.
- B. Attendance records – Attendance shall be kept within the grade book.
- C. Both the grade book and attendance records shall be maintained and updated in PowerSchool.
- D. Permanent records are kept in the office. Records are to be completed at the end of each semester.
- E. Early dismissal form – these forms shall be on file within the classroom. They shall be updated as needed.
- F. Names on all reports and records shall be alphabetical and the last name first.

Accident Procedure

If someone is seriously injured, use the following procedure:

- A. Do not move the person unless to prevent further injury. Be especially alert in case of a head injury.
- B. Immediately send someone to notify the office of the location of the injured person and need for medical assistance.
- C. Stay with the person until medical help arrives.
- C. Other staff shall move students and adults from the scene.
- D. Meet with the school nurse to give an account of the incident for the accident report.

Clinic

The school nurse serves East Side as well as Edinburgh Middle School and High School. Therefore, the nurse schedule at East Side may be adapted throughout the year depending on student need. A nurse schedule shall be shared with staff once student needs have been determined for the school year. However, this schedule may vary slightly from day to day depending on emergency situations. If at all possible, please try to send students

during the nurse's scheduled hours. If a student becomes ill or has an urgent need outside of those hours, the office staff shall care for the student's need.

All students shall need a pass to visit the clinic. The only exception to this is in an emergency situation. Otherwise, a student who comes to the clinic without a pass shall be sent back to the teacher for a pass. Students without a documented medical condition or need for prescribed medication shall not need to visit the clinic on a regular basis. A log of student visits shall be maintained to discern student abuse of the policies. It is the teacher's responsibility to contact the student's parents if the student asks to visit the clinic on a regular basis.

Medication Administration

All medication shall be kept in the nurse's office in a locked cabinet. Only the school nurse and designated personnel shall have access to the cabinet. Unauthorized staff shall not open the cabinet without permission of the school nurse or Principal. Medication may only be dispensed by the school nurse or designated personnel. No medication, prescription or over the counter, shall be given to a student without parental permission. All medication administration shall be performed in compliance with the procedures listed below.

In accordance with Indiana Code, the following procedures shall be followed:

1. Written instructions from a physician detailing the administration of the prescription medicine are required. Written, detailed permission from the parent is also required.
2. The child may be administered non-prescription medication with written permission from the parent or guardian.
3. All medication shall be given in the office. A child's medicine shall be in the prescription container or the product bottle for non-prescription drugs. Parent may come to school and administer the medication.
4. Notes from parents and/or doctors directing the giving of medicine shall be placed in the student permanent records. All notes should be dated.

The only exception to the above policy is in the case of inhalers. Inhalers do not have to be kept in the clinic. A student may keep an inhaler in their backpack or on their person. However, students shall have signed parental permission and doctor's order on file in the office to be in possession of an inhaler. The school nurse shall notify the student's teacher of permission for a student to have an inhaler in their possession and proper administration for that student.

Students shall not have possession of any medications without prior notification to the teacher from the nurse. If a student has medication without prior notification, the teacher shall confiscate the medicine and give it to the nurse.

Visitors

All guests to the building shall be required to wear a badge that will allow staff to know that they have registered with the office. Please help direct any person without a badge to the office. This will add to the

security of East Side. Any visitor trying to enter the building through any door other than the main front doors needs to be redirected to the proper entrance. If any visitor refuses to come to the office, please contact the office immediately.

Emergency Procedures

Please refer to your Edinburgh Schools Emergency and Crisis Intervention Plan for all emergency procedures. Fire drill and tornado drill instructions are posted in each classroom for teachers and students to read, practice, and be experts at these important drills. Teachers shall instruct students during the first week of school what their responsibilities are in these situations. State law requires periodic drills. The nature and purpose of these drills require the students to be on their best behavior.

The emergency folder with your class lists shall remain near the doorway of your classroom at all times, and remain a must for each teacher to have in his/her hands during each drill.

ROOM NUMBER	FIRE	TORNADO
Office	exit out front door	exit to
cafeteria office		
Library	exit KG hallway doors	exit left to teacher's lounge
103	exit west doors/playground	exit right to boy's restroom
104	exit west doors/playground	exit right to boy's restroom
105	exit west doors/playground	exit right to boy's restroom
106	exit west doors/playground	exit left to girl's restroom
107	exit west doors/playground	exit left to girl's restroom
108	exit west doors/playground	exit left to girl's restroom
109	exit west doors/playground	exit left to boy's restroom
110	exit main hall/front doors	exit left to girl's restroom
111	exit classroom exterior door	exit left to teacher's lounge
112	exit classroom exterior door	exit left to teacher's lounge
113	exit classroom exterior door	exit right to teacher's lounge
114	exit classroom exterior door	exit right to teacher's lounge
Tech Lab	exit east/across driveway	exit right to boy's restroom
120	exit west doors/playground	exit right to boy's restroom
121	exit west doors/playground	exit right to boy's restroom
122	exit west doors/playground	exit right to boy's restroom
123	exit west doors/playground	exit left to boy's restroom
124	exit west doors/playground	exit left to boy's restroom
125	exit west doors/playground	exit left to boy's restroom
126	exit east/across driveway	exit left to girl's restroom
127	exit east/across driveway	exit left to girl's restroom
128	exit east/across driveway	exit left to girl's restroom
129	exit east/across driveway	exit left to girl's restroom
130	exit east/across driveway	exit right to girl's restroom
131	exit east/across driveway	exit right to girl's restroom
132	exit east/across driveway	exit right to girl's restroom
Gym	exit single door/across parking lot	to girl's locker room
Art	exit glass doors/across driveway	exit left/girl's locker room
Music	exit glass doors/across driveway	exit right/boy's locker room
RTI Lab	exit right/across parking lot	exit left/boy's locker room
101 (SSJCSS Preschool)	exit classroom exterior door	exit right to office ISS room

102 Essential Skills
Cafeteria

exit classroom exterior door
exit main hall/front doors
exit west hall/playground

exit right to office ISS room
exit left/go to wall
exit right/go to wall

School Closing

Announcements of closings shall be made as soon as possible, but not later than 6:15 a.m. The school shall also use the telephone messaging system when possible to call with a pre-recorded message regarding delays or closings. If school closes early, an announcement would be made and the students would be sent home as designated by the early release form completed at registration. All school delays and closings shall be announced on the following radio/television stations and on the school website (www.ecsc.k12.in.us):

WKKG	FM	101.5	Columbus
KORN	FM	102.9	Columbus
WWWY	FM	105	Columbus
QMIX	FM	107.3	Columbus
WRTV	WISH	WTHR	WXIN
Channel 6	Channel 8	Channel 13	Channel 59

Parent Opportunities

It is preferred that any volunteer at East Side shall have successfully completed a Criminal History Background Check. Forms are available in the office. Parents are encouraged to visit classes in session during the year. Teachers appreciate knowing preferred visiting hours. Visits usually shall not exceed one class period or one hour. It is important that parents try to understand the child's role as they relate to their classmates. This can best be done as they are observed. The teacher's role as instructional leader shall not be violated. In no instance shall the teacher's time be taken from the students for a discussion which shall be scheduled for a conference. Parents are encouraged to volunteer to help in numerous ways. We shall tap this resource to help our students reach their full potential. As parents help with making copies, cutting materials for a project, reading to a small group, demonstrating their profession, or simply providing a pair of helping hands, we are allowed to maximize the educational time. It also allows us to maintain positive contact and communication with parents. Parent groups can be an important means of communication for the mission of the school. Teachers have specific responsibilities to these groups, as follows:

1. Regard communications from the organization to the parents as important items.
2. Cooperate in scheduled events such as parties and fund raising events.
3. Consider participating as a committee member for the group if requested or desire to assist.
4. Cooperate with the office in distribution of project items.

5. The teacher is held responsible for the students on and off school ground for activities and cannot relinquish that responsibility to a layperson, parent, guide, etc.

Parents and all visitors shall be required to wear a badge that identifies them as VISITORS to East Side Elementary. If anyone comes to your classroom without the appropriate name badge, please send he/she to the office to sign-in and receive the appropriate badge.

East Side PRIDE Booster (Parent Association)

The parent organization of East Side Elementary is a vital part of the school organization and contributes immensely to the success of our total educational program. All staff members are encouraged to support the East Side PRIDE Booster organization and encourage parents to be involved in their child's education. Remember that this organization supports teachers in many ways.

Building Schedules

All building schedules are distributed to teachers at the start of each school year either on paper or electronic copy and are available through the office if additional copies are needed.

Arrival

Students may not arrive at school earlier than 7:30 a.m. Between 7:30-7:45 a.m., students who are car riders/walkers may enter the building and wait in the cafeteria. Buses arrive at the school at 7:45 and dismiss all students. Students choosing to eat breakfast at school shall report directly to the cafeteria for the "Grab and Go" breakfast and then report to class. School begins at 8:00 a.m. when the bell rings.

Dismissal

Dismissal is at 2:40 p.m. Car riders shall be dismissed to the Kindergarten Hall. The car duty shall include working with parents to load all of the cars as the students' numbers are called. The children shall be listening for their number to be called and ready to load when given directions to do so. NO conferences shall be held while loading. This only slows down the process. If there are no remaining cars to pick up children, those children need to report to the office.

Walkers shall either exit the building on the west side of the building (playground side), or meet an adult in the cafeteria to walk them out the east side or south side of the building. Children shall walk their bikes off school property before riding away from school. The walker duty includes moving out onto the sidewalks to supervise the children.

During dismissal, the students are dismissed from class in an orderly manner. Students are escorted to the buses, cars, and walker doors by the supervising teachers. Safety is paramount.

Library/Computer Labs

East Side Elementary School features an “open-access” library/media center. Students may come to the library media center at any time – individually, in small groups, or with their entire class – to check out and return materials, to read for pleasure or information, or research topics for reports, using a variety of resources.

Computer Labs

The RTI lab is used throughout the day for schedule interventions with students. An instructional aide oversees this lab. The gym lab and library lab have set schedules by grade level/teacher.

General Information

A “Request for Professional Leave” form shall be filled out and approved by the Principal and Superintendent prior to attending any Professional Development out of the building.

Read all notices on bulletin boards located in the office and the Teachers’ Lounge.

Check your email and mailboxes regularly each day. You shall not be called to the phone except in cases of an emergency. PA messages during instructional time shall be on an emergency basis only. Please notify the office if you are expecting a critical phone call.

Close of Day

Windows shall be closed and locked at the end of each day. Only an adult shall open the windows or pull the shades - NOT STUDENTS.

Chairs shall be placed on the top of desks or stacked in a clean location at the end of each day so that the custodians can sweep the floors.

All teachers and support staff shall monitor the hallways during entrance and dismissal.

When children are passing or moving about the halls, teachers shall see that the lines are quiet and orderly. Teachers shall also discourage children from putting their hands on the walls. Escorting students by walking in the middle or back of the lines is encouraged.

Building Care

Teachers shall leave the building no later than 8:00 in the evening unless school activities are involved.

Please keep our building “fire-safe”. We undergo a yearly inspection by the State Fire Marshal.

Please limit the use of tape on shades, walls, or windows. Use Plastic Tack if possible.

Students’ desks shall be cleaned out regularly.

Gum chewing is not permitted at East Side.

No student shall be in the hall without a hall pass. Any student without one shall be escorted to the office. He/she shall be returned to the classroom.

Facility Usage

To request use of the facilities, check on facility availability by contacting the facilities and transportation assistant at the central office or the Athletic Director if requesting the gym. Fill out facility usage request form in full and submit to the Principal.

Copy Machines and Paper Use

The copier in the office is primarily for administrative use or for color copies. Teachers may make up to 400 color copies per year (reset in February). The copier in the teachers’ lounge is available for all black and white copies that teachers need to make. Please check with the Principal on copy limits per semester. Please send print jobs from your classroom computer to this copier.

Remember: Students learn best from hands-on active learning and meaningful discussion, not from repetitive worksheets. Please keep worksheets to a minimum.

Teacher Evaluations

Please refer to the online Policy Manual on our corporation website for the most current policies and procedures, including: the Teacher Performance and Accountability Plan, information regarding Reduction in Force [R.I.F.], etc.