



North White School Corporation

North White Elementary School
North White Middle - High School

Certified Handbook

2017-18

Adopted: June 12, 2017

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2016-2017 Faculty Handbook

North White School Corporation

Dr. Teresa L. Gremaux, Superintendent

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North White School Corporation Mission Statement

*The North White School Corporation believes
all children flourish in an atmosphere where honesty, mutual
respect, compassion, communication, high expectations and excellence
exist through the school community.*

Superintendent's Office (219) 253-6663

North White Elementary Office (219) 253-6618

North White Middle-High Office (219) 253-6638

Section 504 of the Rehabilitation Act of 1973

ASSURANCES

Disabled Individuals Policy Statement

It is the policy of the North White School Corporation that no otherwise qualified disabled person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this school corporation.

Inquiries regarding compliance with this policy should be directed to Kirk Quasebarth, Coordinator of Section 504 of the North White School Corporation, 402 E. Broadway St., Monon, Indiana 47959, or to the Office for Civil Rights, U.S. Department of Education, Washington, D.C.

All families and parents are encouraged to attend programs and activities of the North White School Corporation.

It is the intent of this district to make all functions accessible to any individual visiting our facilities.

If special accommodations are warranted, please contact the building Principal or Superintendent of Schools.

The administration appreciates the willingness of the faculty to inform the building principal of any special needs or accommodations, which may be necessary for students or their families.



Core Beliefs of the North White School Corporation

The North White School Corporation is guided by the following set of common beliefs and values that help ensure our success. There are indeed many people who have a stake in the success of our schools. These stakeholders include not only the Corporation's Board of Trustees, the Superintendent, the administration, and all of the teachers and staff, but also all of our students, and their parents / guardians, as well as all of the other members of our communities.

Core Beliefs

High Expectations:

We are committed to promoting excellence within ourselves, our students, our students' parents and guardians, and others within our community. We, therefore, will establish an environment of high expectations in which each person is expected to give his or her best effort in all pursuits. We will encourage improvement, celebrate success, and never settle for less than our best.

Continuous Improvement:

As we strive to meet our high expectations, we also recognize that we cannot be solely satisfied with past successes and "rest on our laurels." As such, we must always be looking to improve both now and into the future. Therefore, we must continually evaluate our goals, adjusting them as necessary, and seek out ways to better ourselves and our community.

Data Driven Decisions:

We will use any available pertinent data when making decisions relative to the Corporation. Data will be used to set our goals, to guide our instruction, to select the programs we use, and to establish our expectations for the Corporation, etc. Both short- and long-term data will be collected (but not over-collected) in relation to individuals, classes, grade levels, building levels, and Corporation-wide. Furthermore, before selecting and implementing any new program or strategy within the Corporation, it will be evaluated as to how it may affect future data.

Teamwork / Shared Leadership:

We recognize that our success is affected by the actions of many people and groups. In fact, all stakeholders (as mentioned above) both influence our success and are affected by our success. Therefore, in making decisions, we will make a concerted effort to seek input from all groups involved. Such actions will foster a cooperative environment, where we all function as a team, having shared leadership and responsibility to help ensure our success.

Accountability / Responsibility:

To achieve our goals, each stakeholder in the Corporation must first understand what his or her roles and responsibilities are. Such roles and responsibilities should be clearly communicated, as necessary, and each stakeholder will be held accountable for efficiently and effectively fulfilling those roles and responsibilities. Furthermore, each person should understand that one's negligence to fulfill his or her responsibilities actually affects others, having negative consequences for the entire group. Consequently, when decisions are made (see above), all stakeholders should strive to comply with those decisions for the benefit of the entire group, giving those strategies a fair, honest chance to succeed. Stakeholders will track the success of strategies that have been implemented, and the results observed will be shared as appropriate.

Social Responsibility:

Since all members in our community play a role in its success, we have the goal of helping every stakeholder in Corporation recognize and understand the social responsibility that each of us has. Therefore, we will assist students in developing habits and behaviors that will help them to see the importance of helping others and making positive contributions to the community. Such actions can help students to develop a better sense of self, to recognize their individual worth in the world community, and thus to become effective, successful, productive members of society.

Alignment:

We are committed to the alignment of our Corporation's programs and resources across all levels, and this commitment will be clearly communicated to and shared with all stakeholders. The Corporation's curriculum will be fully aligned with the Indiana Academic Standards for each grade level, subject area, and individual course. To ensure that there are no gaps in the curriculum taught, our curriculum will be vertically aligned from one school year to the next. The curriculum will also be horizontally aligned so that all common courses focus on the same materials and content, even when taught by different teachers. Students' mastery of these standards will be assessed via common quarterly assessments, and remediation will be provided for students who do not initially master the core standards.

Learning-Centered Education:

Students, parents, and the community view our schools as a learning-centered community. We should establish a clear understanding of the importance and implications of learning as a life-long skill. Learning-centered education should allow us to open our doors not only to our students but also to their families, and also to make resources and learning opportunities available to all. We must always put learning first no matter what challenges we face.

North White School Corporation Faculty Handbook

In any organization, there are always questions as to how to carry on one's work to contribute most to the common purpose of the organization with the least interference with co-workers. This handbook has been compiled to describe practices in our corporation that will help routines be constructive and consistent.

We realize there are many different procedures possible, and that some of the procedures listed may be improved. As you have suggestions for improvement, direct them to the office for consideration. However, until changes have been adopted, the procedures described in this handbook are to be followed. Uniformity in the routine of school operation is a way of being fair to coworkers, students and the school community.

This handbook is an attempt to provide a basis for communication between and among the staff. If you have questions, do not hesitate to ask. Please read the entire book. If procedures are changed, pages will be added or substituted.

Statement of Objectives

In order to carry out its responsibilities, the school should provide:

1. A program of instruction that clearly identifies the abilities of individual students and provides appropriate challenges.
2. An orderly atmosphere that will be conducive to the best possible learning.
3. A guidance program that will help each student formulate and achieve realistic goals with respect to his/her individual capabilities.
4. A program of academic instruction that will give students:
 - a. the ability to write, read, and speak English effectively;
 - b. the sense of shared experience and understanding that defines the human condition;
 - c. a chronological grasp of the political and economic events that have shaped human society;
 - d. an understanding of the heritage that underlies the ideals of social justice;
 - e. the application of mathematical concepts;
 - f. an understanding and appreciation of the sciences;
 - g. an understanding and appreciation of music, art, and literature,
 - h. the ability to think critically;
5. A program of instruction in physical education that promotes physical fitness and recreation;
6. An extra-curricular program that grows out of the needs of students and that is compatible with the fundamental purposes of the school.
7. Mechanisms that will ensure and facilitate detailed communication between school and community.

Personnel Policy

Administrative - Teacher Relationship

The administration realizes its responsibility to the total school program. It desires to aid the entire staff in as many ways as possible. The duties of the administrators are shown in a separate handbook. The office of the principal is always open to the entire staff.

A teaching staff cannot function effectively nor can respect for fellow teachers or administrators be maintained unless there is evidence that each is following proper procedures. Adhering to the policies in this handbook will help our school function in an effective and efficient manner.

Many office reports are necessary for attendance, report cards, Civil Rights, State Department, and other evaluations. Promptness in meeting the deadline is essential. Your respect for office requests or needed information is critical.

Recommendations and Procedures for Opening School

1. **Before school starts, visit the school.**
 - a. Become acquainted with the people you will be working with: principal, teaching colleagues, clerks, custodians, etc.
 - b. Become acquainted with the building, the office, restrooms, where equipment is kept.
 - c. Take an inventory of your own room and materials.
 - d. Become acquainted with the books and manuals you will be using as well as visual aids, art supplies, technology, etc.
 - e. Become familiar with the routine: book rental, registration, attendance forms, bell systems, lunchroom schedule, etc.
 - f. Arrange the area of your teaching assignment in an attractive manner: books, pictures, centers of interest, bulletin boards, etc. Make it a fascinating place for the children and parents to enter.
 - g. Plan the day's activities. Plan MORE than you can possibly achieve so that there is no period of inactivity; such periods bring trouble. By careful planning you will have more self assurance; this will give students confidence in you.
 - h. Get a good night's rest!

2. **On the first day of school**
 - a. Be well groomed. First impressions are important. Teachers are expected to set an example to the student in appearance. Please be neat and dress as a professional person.
 - b. Be firm yet friendly and kind as students enter the room. Let students help you set up acceptable patterns of behavior but keep in mind that you are the leader. Students will look to you to set the pace. Lack of structure and clear policies usually brings challenges, so it is best to establish good practices from the beginning.

- c. Be alert to the best techniques for entering and leaving the room, for passing supplies, etc. to avoid issues.
- d. Be orderly. A housekeeping period at the close of the day is good practice. Thus, they feel more responsible for the care of the room and for the orderliness of their own desks and premises.
- e. Send students home with an answer to the question they are sure to hear that evening, "What did you learn at school today?" Have an evaluation period at the end of the day and survey just what they did do.

Professional Procedures Teachers and Their Work Day

Accidents Involving Staff Members

All school employees sustaining occupational injuries should, within 24 hours, report the incident to the school office so the Employer's First Report of Injury may be completed and forwarded to the insurance company.

Accidents Involving Students and Sick Students

Accident reports, no matter how insignificant the injury, are to be filled out on all accidents that occur on school grounds or in the building. These reports are to be completed and turned into the principal's office as soon as possible.

A sick student should be sent to the nurse's office with a pass and accompanied by another student or by the teacher. It will then be up to the discretion of the nurse as to the procedure to be followed from that point. If the nurse is not present students are to be sent to the main office.

Attendance for Teachers

Teachers are expected to be in the building and at their assigned area (this is the hall outside your room if you do not have an assigned area) at 8:00 am. Teachers are expected to remain in the building until 3:30. Departure before this time needs approval of the principal.

According to contractual language, after notifying the office, teachers may leave the building during their lunch period without seeking permission. A sign-out log is provided at the desk of the secretary. Please inform the office that you are leaving the building in case of emergency.

The tone for the school day is reflected in the presence of our teachers greeting students as they arrive each morning. Please be certain to arrive in a timely manner, so students can be met at assigned locations.

Illness

Each teacher shall receive sick leave without loss of compensation as per the Master Contract. If you are going to be absent please call the contact identified on the “How do I ...?” sheet.

Personal Leave

Each teacher shall receive personal leave without loss of compensation as per the Master Contract. The personal leave form, which may be obtained in the office, should be completed as early as possible. When the absence is a personal day, you need to make your request *at least 24 hours in advance*, if possible.

Professional Leave

To request professional leave, complete the professional leave request form as early as possible. Professional leave is subject to Superintendent and Principal approval. Teachers will be expected to share what you learned with the faculty at a faculty or department meeting.

Comp Time for Class Coverage

All personal leave accumulated due to coverage of a class during a teacher’s preparation period must be used by the teacher within one year of the date on which the personal leave was accumulated.

Attendance for Students

Attendance procedures for the school year are as follows:

1. At the beginning of each period, the teacher is to take attendance.
2. Each teacher is responsible for maintaining a record of absences and un-excused tardies.
3. Students are not to leave the building for any reason unless permission has been granted by the administration.

Care of Classroom

Maintaining a neat and clean classroom creates an atmosphere of pride in our school. An orderly building also creates the expectation for students to share the responsibility for maintaining a clean classroom and creates a sense of worth and ownership for them. Teaching and learning should involve hands-on, active participation for students. This can sometimes create messes. General procedures for clean-up should always be a part of the learning experience and incorporated into every activity.

Check desks and walls frequently for marks and have markings cleaned as quickly as possible while making every effort to identify the culprit(s). An appropriate consequence for this type of graffiti is to clean it up. Please turn in a work request immediately when something is damaged in your room, so that it can be fixed as soon as possible. These forms are located in the office. Graffiti breeds more graffiti and other forms of vandalism breed similar behavior. Leaving things damaged and allowing graffiti to remain on desks, walls, etc. communicates a lack of pride or caring to the students and they will follow that model.

Decorating your classroom is strongly encouraged. Frequent bulletin board changes and displaying student work demonstrates you care about the room and take pride in how it looks. This will make it easier for students to develop pride in their school. Obviously, it also demonstrates to students that you care about them. **To help keep the rooms looking fresh and new, please use the Fun Tak provided by the office to hang anything on the walls. Do not use tape or other types of sticky devices to hang items on the walls.** Most leave a residue which then collects dirt or they pull the paint (and sometimes the wallboard) off.

Teachers should be sure all windows and doors are closed and locked (if possible) and lights turned out when leaving the room at the end of the day. Keys and valuables should not lie around where students might have access to them. **Grade books should be kept secure at all times.**

Please do not remove any furniture from your room without prior approval from the principal. Class sizes vary and furniture you do not need one day may be needed another day. Also, you are responsible for all items listed on your inventory.

Calendars

A calendar is kept at the Corporation office for activities at each school in the Corporation. In addition, each school has calendars listing events and building usage. To schedule an event first check the Corporation calendar on Google or by calling the Corporation office. Also check with the building secretary or department head.

Committee Work

Teachers are expected to serve on committees of various types throughout the school year. This provides a means for teachers to have a voice in the development of the educational program of the school. It is hoped that teachers will welcome this opportunity. Committee work during the regular school day may be assigned by the administration.

Convocations

Periodically, schools have programs for parts or all of the student body. All faculty members are to attend these school convocations and help with supervision of the students. Ample notice will be given of changes in regular schedules caused by convocations. It is impossible to schedule all convocations during a common time.

Drug-Free School Policy

In accordance with Federal law, the Board of School Trustees prohibits the use, possession, concealment, or distribution of drugs, drug paraphernalia of any other illegal substance as designated and prohibited by law by employees on school grounds, in school or school approved vehicles, or at any school related event. Drugs include any alcoholic beverages, tobacco and tobacco products, anabolic steroids, controlled substances as defined by State statute or substances that could be considered a “look-a-like” controlled substance. **Compliance with this policy is mandatory for all employees.** Any employee who violates this policy will be subject to disciplinary action, in accordance

with due process, up to and including termination. When appropriate or required by State law, the Corporation will also notify law enforcement officials.

The Corporation is concerned about any employee who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Employees should contact his or her supervisor or the Superintendent's office whenever such help is needed.

Faculty Lounge

The faculty lounge is available for use by all teachers during their personal prep or lunch period. Students are not permitted in the faculty lounge.

Housekeeping in this area is the responsibility of each staff member who uses it. Please keep it neat and clean.

Faculty/Department Meetings

Regularly scheduled faculty meetings will be held monthly or as needed. *Wednesday collaboration days are preset for the school year, please DO NOT schedule appointments that would cause you to leave early on these days.* All teachers are expected to attend these meetings unless excused by the principal. Teachers wanting to have an item placed on the agenda should submit a request in advance to the building principal for his/her consideration.

In-Service Meetings

During the school year, in-service meetings will be planned for teachers in the North White School Corporation. Teachers are expected to attend these meetings as a part of their professional obligation.

Internet and Technology Use

Staff members are encouraged to use the Corporation's computers/network and Internet connection for educational purposes. Use of such resources is a privilege, not a right. Staff members must conduct themselves in a responsible, efficient, ethical and legal manner. Unauthorized or inappropriate use may result in cancellation of the privilege, disciplinary action and /or civil or criminal liability. Prior to accessing the Internet at school, staff members must sign the Staff Network and Internet Acceptable Use and Safety Agreement.

Lesson Plans, Seating Charts and Sub Plans

Lesson plan books, seating charts, and substitute folders are expected to be up-to-date, current and comprehensive. Lesson plans should be developed at least one week in advance and a copy placed on your desk to be accessible at all times during the school day. You will be provided a substitute folder at the beginning of the year. This is to be filled out and put in a prominent location on your desk. This folder should contain all of the information indicated, as well as a copy of up-to-date seating charts. The folder should also contain at least **three emergency** (not your regular) lessons that could be used by a sub in case of an extended illness or by you should there be a crisis and you

have to keep the same students for an extended time. Turn in the provided form with the location of your substitute folder the end of the first week of school.

Mail and E-mail

Mailboxes are located in the workroom. Teachers should check their boxes before school starts, at noon, and before leaving the building. Mailboxes are to be used for mail only. Mailboxes are very small, so please do not use them to store items long term.

Teachers who are shared between schools should check their boxes **at least once a day**.

You should check your Google mail at least twice a day. Please use good judgment in your use of e-mail. Sending inappropriate messages/pictures has been cause for dismissal.

Professional Attire

Dress as a professional. You are a model for your students. Professional appearance sets a businesslike environment in your class. Reflecting a professional demeanor among all teachers, administrators, and support staff in our school reinforces a positive environment in which expectations are high. Jeans, sleeveless tops, and sporting attire (except for physical education teachers) are not considered professional attire.

Purchase Procedure

When an item is desired, a requisition is to be completed and submitted to the office. The following information is requested:

1. Date of submission
2. Name of person initiating request
3. Company (precise name of vendor)
4. Address (complete address of vendor)
5. Quantity (number of units)
6. Unit (packaged e.g. case, dozen, etc.)
7. Description of item
8. Unit price (single unit price)
9. Amount (total of all units on this line)
10. Total (total all amounts contained on the individual requisition form)

The requisition is submitted to the principal, who in turn signs or rejects it. A purchase order is typed and forwarded to the Superintendent. If approved, the order is placed, signed by the Superintendent and a copy of the purchase order is returned to the school treasurer.

When the item arrives, the person originating the order should examine such and give the packing slip to the school treasurer who notes the date of receipt and returns a copy of the purchase order to the corporation office. If the preceding procedure is not followed, the person originating the order is held responsible for the debt.

Student Records

1. Pupil attendance must be carefully reported to the office (absentees). Teachers are to keep daily attendance records.
2. Yellow Cumulative Record Cards: all attendance, grades, and test information is to be kept in the office. Teachers shall sign out records if they are taking them out of the office. At no time should cumulative record cards be taken out of the building.
3. Cumulative Record Forms: these forms are kept at the Superintendent's office and provide a second set of student records in case the yellow cards are lost or destroyed.

School Closings - Severe Weather

In case of severe weather - snow, low temperatures, ice, mechanical failures, etc. the official closing of school will be announced over these radio and TV stations. Listen to these stations, and do not call the building principals at their homes. Alternate bus routes may be used during excessive snowstorms. Information will be given to all students if this becomes necessary.

WASK, 98.7	WKOA, 105.3	WKHY, 93.5	WXXB, 102.9
WAZY, 96.5	WSHP, 95.7	WLFF, 95.3	WSHW, 99.7
WMRS, 107.7	WHZR, 103.7	WRIN, 1560 AM	
WLQI, 98	WGLM, 106.7	WLFI, TV 18	

Staff members are notified of delays or cancellations through the automated calling system.

Supervision of Students

Student supervision is everyone's responsibility. This is intended to mean that any teacher or other school employee witnessing unacceptable conduct or an activity that could lead to injury or destruction of person or property has the responsibility and the authority to intercede. This includes co-curricular activities as well as activities during the regular school day.

Do not hesitate to request the assistance of another staff member in the event that a witness or assistance is needed. Should a student choose to ignore or refuse to respond to your request, establish his identity and fill out the proper paperwork before reporting the incident to the office.

Specific assignments will, whenever deemed necessary, be assigned by the principal; however, the welfare and behavior of every student is the combined responsibility and requires the cooperation of ALL staff members. It is important that teachers remain with their classes during the entire period, barring emergency.

All teachers should step into the halls ahead of their classes and at the close of every period. Pupils in all classes should be informed that the bell is not the signal for dismissal, but a signal indicating that the period is over. Pupils should know they will be dismissed by the teacher, not the bell. All teachers are to be at their doors observing hallway behavior during passing periods.

Substitute Teachers

All teachers are responsible for having their lesson plans, seating charts, and daily schedules organized so that when it is necessary to secure the services of a substitute teacher, there a minimum of confusion for the substitute.

More specifically, these are some things the teacher should do to help the substitute:

1. The regular teacher should make preparation far enough in advance to enable another person to carry on in his or her place for a few days in case of an extended illness or an emergency. Avoid giving lesson plans over the phone.
2. The Instructor Plan Book should be completed as recommended. It should contain specific instructions and time schedules for each subject, each day. Textbook and page numbers should be enumerated. Special duties, class schedules and procedures should be available for the substitute.
3. The substitute folder should be completed and located on top of your desk. The folder should contain the following:
 - a. An accurate, up-to-date seating chart must be available so that each student can be identified by name.
 - b. A sheet of special instructions pertaining to the everyday management of the class. This sheet should include instructions for taking attendance, checking homework, work habits, giving tests, marking papers, a list of people to see if problems arise, etc.
 - c. Plan more than can possibly be achieved. This will help reduce discipline problems.
 - d. A chart of classroom assistants, their duties, etc. should be made available.
 - e. A short resume of pertinent personality facts relative to each student in the class would be very helpful.
 - f. A teacher should refrain from making any unprofessional statement about a substitute teacher to students or anyone else.

Teacher Evaluation

Teachers will follow the teacher evaluation model as approved by the Indiana Department of Education.

Teacher Preparation Period

Teachers are contractually provided with planning time each week. This time is to be used to prepare lessons, grade papers, contact parents, etc. It should not be considered free time. Prep time may also be used to collaborate with grade level or departmental colleagues as needed individually or within meetings.

Teacher Workroom

Teachers may use the copying equipment in the workroom. At the beginning of each year, office staff will provide training for using this equipment to new teachers. **Please do not leave the lid on the copy machine up. This wastes toner and toner is very expensive.** If you have over 25 copies to make, use the Risograph. If you are making less than 25 copies, you should use the regular copy machine. Following these guidelines provides for the most cost-effective operation of the copying equipment. Keeping the area clean and neat is everyone's responsibility.

Teachers should be well prepared and should avoid leaving the classroom to duplicate materials.

The bulletin board in the workroom is another communication tool. Check it regularly for information.

Teacher Web Page

Teachers are expected to use their web pages to post homework assignments, tests and other events of interest to students and parents.

Telephones

Telephones in the building are for school business only. **Personal cell phone use and/or texting is prohibited during instructional or supervisory times.**

Textbook Rental Procedures

Textbooks will be rented through the office. Students will pay their book rental. Teachers will not handle this money.

Teachers are to distribute and record the book number for each student. Have students write his/her name in the textbook. Teachers need to submit a textbook information sheet for each class.

At the end of the semester or year when books are to be collected, the teacher will collect the rental book and check that the book number corresponds to the issued book. The student must return the book issued to him or pay for the lost book. Also record the numbers of damaged text books. Teachers will inventory the books and submit to the office.

Tobacco Use

School Board policy prohibits the use of all tobacco products by staff in school buildings, on school grounds and in school owned vehicles.

Videos

Any videos and/or media clips shown in the classroom must directly relate to the curriculum being taught. Video clips are highly recommended over viewing a full length video. Approval by a building administrator must be obtained before showing videos. Approval may be denied for the following: language, pictures, music, or symbols that are obscene, libelous, violent, offensive to good taste, or does not pertain to the curriculum.

Building Use, Classrooms, Library/Media Center

Building Utilization

Scheduling the building for various activities, meetings, etc. must be cleared by the principal. All events must be scheduled well in advance on appropriate forms. To schedule the auditorium, you must also contact the Auditorium Director.

Gym, Multi-Purpose Room & Auditorium Policy

The athletic director will be responsible for assigning and coordinating use of the high school gym, the two elementary gyms and the multi-purpose room for co-curricular activities. All requests must be directed to the athletic director.

It is understood that the various principals are ultimately responsible for their respective buildings.

The person requesting use of the building will also be responsible for securing the building after its use. In the case of athletics, the respective coaches shall be responsible for securing the building.

If you want to use the auditorium for an activity please fill out an auditorium request form and submit it to the high school office and the auditorium director. If approved, call the corporation office and ask that the event be put on the corporation calendar. **These activities also need to be noted on your school calendar and the corporation calendar.**

Cafeteria

A cafeteria schedule has been devised to allow maximum utilization of the facility. Please follow this schedule to the minute. No early releases are allowed without approval of the administration. Teachers are welcome and encouraged to eat in the cafeteria with the students.

All students are to report to the cafeteria/multi-purpose room during lunch period. A student needing to do library research must secure a pass from the librarian prior to the lunch period.

The cafeteria maintains lunch accounts on a computer system. Each teacher will have his or her account just as the students do. You may deposit as much money in your account as you wish and when you go through the line, the amount spent will be deducted. All teachers need to review and learn the cafeteria procedures outlined in the student handbook.

Classroom Assignments

Each staff member is required to meet assigned classes in the rooms designated on the master schedule. Exceptions to this policy are the physical education classes. Changes in room assignments must be processed through the principal's office. Any time students are in the classroom, the teacher should be present. Teachers should never leave students unattended.

Assignment to a classroom is a teaching assignment and does not imply that any room is a teacher's personal room. The last teacher occupying a room is responsible for turning out the lights and securing the room at the close of the day.

Instructional Supplies

Classroom supplies will be ordered at the end of the school year for the following year by filling out a requisition and turning it in to the school treasurer. Consumer supplies (tape, staples, paper clips, etc.) are located in the teacher's workroom. If you use the last item in storage, please report it to the treasurer. If a supply is needed during the school year, please fill out a supply requisition form.

Keys

Keys will be issued through the superintendent's office to meet the needs of individual faculty members. Security of classrooms, lockers, cabinets, etc., is very important. Each faculty member should be diligent in the security of the facility.

Each staff member will be issued a key to the building. Abuse of the privilege will result in loss of keys. It is strictly against school policy to have keys duplicated. Do not loan your keys to non-staff persons or students.

Lost keys will result in re-keying the building(s) at the expense of the faculty/staff member whom the keys are issued.

Library/Media Policies

Students wishing to use the library for class assignments must obtain a pass from the teacher making the assignment to go to the LMC at any time. The rules of the library will be posted.

Overdue Policy

Students who have overdue library materials will not be allowed to check out any other materials or use the LMC until the overdue materials are returned or renewed. Students who habitually have overdue library materials may be limited to checking out only one book or magazine at a time until they show responsibility in returning materials on time. Students may also be subject to other consequences such as detentions should they have materials overdue for an extended period. Students are expected to pay for lost books.

Scheduling Classes

Teachers should schedule all classes to be brought to the library. There is a plan book in the librarian's office for this. Please schedule your class time at least a day in advance to prevent overcrowding. **Teachers should remain with their classes at all times while they are in the library.**

Library Conduct

At all times students must conduct themselves so others around them may study and work in an atmosphere conducive to learning. Students whose behavior is unacceptable and disruptive will be sent back to class or to the office.

Hall Passes

Teachers are expected to give passes to all students who are released for any reason. An excellent policy is to not allow students to leave the room during class time except for special reasons. Students should not be allowed to go to their lockers during class time. One of your class requirements should be for the students to bring whatever they need for class when they enter the room.

Please remember, however, students occasionally have accidents and emergencies. It is very difficult to defend a teacher who denies letting a student go to the restroom when the student has an accident.

Repairs and Maintenance

All requests for custodial/maintenance and technology service must be submitted on-line through the corporation website's Help Desk Ticket System. From these requests, a work order will be issued. If at any time your classroom is not properly maintained let the principal know so the situation might be investigated and corrected.

Visitors

Any person or persons entering school premises, who are not students or school personnel, must report to the main office to obtain proper authorization. If such authorization is granted, it shall be for a specific purpose, and the visitor(s) must conform to the rules and regulations of the school. Any person or persons who do not conform to this regulation shall be considered trespassers and will be requested to leave. Failure to comply will result in notification to law enforcement authorities.

Students, Grading, Behavior Management

Behavior Management

Discipline is the process which shapes each child's self-control and appropriate behaviors. Discipline provides routine and acceptable structure for each child. It is a process that takes place over a long period of time

Consistency is what sets the positive tone for a “healthy” learning environment, in which all children and adults cooperate and are actively engaged in the learning process.

“I would rather make mistakes in kindness and compassion than work miracles in unkindness and hardness.”

Children who struggle behaviorally often attribute their problems to "boredom." A highly engaging classroom will help alleviate such behavioral issues. Teachers who vary their style of presentation and who are sensitive to the different learning and intellectual styles of their students tend to have more motivated classes and fewer discipline problems. Students who are actively involved in their own learning create fewer disruptions.

Teachers are to handle discipline within the classroom whenever possible. **If you are struggling with a student in your classroom, get the parents involved early.** Teachers who are having behavioral concerns with a particular student should also consult other teachers, the counselor, social worker or administrators for ideas on dealing with that child. Teachers should follow the following procedures for all behavioral, academic, social and emotional concerns:

1. Make modifications in the classroom
2. Contact parents
3. Refer student to the Response to Intervention (RTI) Team

Teachers should look for logical, non-punitive consequences tailored to the student which help him/her learn self-control and responsibility rather than resorting to punitive measures which many times result in increased misbehavior. When a teacher feels he/she must resort to punitive measures, she/he may give students after-school and lunch detentions and remove students from their class for a period. Teachers should also keep detailed documentation of any action they have taken.

The most effective discipline policy is one that results in long-term change through increased self-control. Any discipline procedures that a teacher adopts should enable students to learn to internalize the norms of appropriate behavior and develop the means for accepting responsibility for their own actions.

Any discipline method adopted should meet the following criteria:

1. The method should work to stop disruptive behavior and should help build constructive, pro-social behavior.
2. Teachers and administrators who implement the method should feel that they would find such a method acceptable if they were on the receiving end.
3. The method teaches responsibility and better decision-making, even if it must also demand obedience (for safety reasons, for example).
4. Teachers and administrators accept the method as a guide for their own behavior and are willing and able to model it.
5. The immediate and long-term benefits of the method can be clearly and rationally described to any audience.

Teachers set themselves up for problems when they do the following:

1. Expect students to accept regulations and rules they do not understand and for which they see no reason.
2. Do not allow students to have input in decisions about rules and procedures.
3. Get into a power struggle with a student.
4. Enter into an argument with a student.
5. Administer punishment before all of the facts are known.
6. Refuse to listen to the student's side of the story.
7. Administer punishment while angry.
8. Believe or act as if they are infallible.
9. Fail to involve parents during the initial stages of discipline problems.

The following is a list of strategies, which could be utilized with students who exhibit undesirable behavior at any school situation.

1. Reprimands- warning of improper conduct.
2. Detention- after school detention will be assigned by the classroom teacher. Students will be informed that they are to have something constructive to do in the detention room.
3. Loss of privilege- an effective means of discipline when a privilege is misused.
4. Student Behavior Contract- can be tailored to meet any disciplinary situation. The contract requires the signature of the student and the principal. A copy of the signed contract is sent home to the parents.
5. Night School.
6. Saturday School.
7. Referral to the White County out-of-school suspension program.
8. Suspension-either in-school or out-of-school.
9. Expulsion- a suspension for at least, but not limited to, the remainder of the semester. Expelled students have the right to a hearing and due process.

Teachers are asked to provide a written explanation of each disciplinary situation to the principal. Students often tell parents what happened, but the explanation many times is not complete. Parents telephone to find out why, and it is helpful to know details of the incident. A record will be maintained by the principal for ready reference to use whenever necessary.

Curriculum

Curriculum drives all instruction. The Indiana State Standards define the curriculum that is to be taught. The curriculum should contain:

- Student Learning Objectives
- Instructional Strategies
- Assessment Goals
- Supplementary Resources
- Data Analysis

Grading Policy

A uniform system of grading will be used in all subjects areas. The posting of current grades is expected to be updated in the electronic grade book by the end of the school day on the first day of the week, for the prior week's assessments.

Teachers will discuss their grading procedures with all students. It is very important that students have a complete understanding of the evaluation methods and standards. Marks given on the grade cards should represent the level of performance of a student at the time the mark is recorded.

The Progress Report and on-line parent access systems are forms of public relations by which parents are advised as to the progress being made by their student. It also indicates levels of academic performance. **THE GRADE IN A SUBJECT SHOULD REFLECT ONLY ACADEMIC ACHIEVEMENT.** Behavior or disciplinary actions should **NOT** be included in academic performance measures or the gradebook.

Be certain that a sufficient number of assignments and assessment entries are documented in your grade book to substantiate your report card grade. Do not fail students solely on lack of presenting a book report, research paper, term paper, etc.

Homework

Homework builds a bridge between a child's learning in school and out of school. It is a tool which reinforces newly learned skills and encourages responsibility and self-discipline. Homework helps families and schools work cooperatively in improving student learning. A general rule for homework is that a student should have no more than ten minutes of homework per grade level (fifth grade would have 50 minutes.)

Parental Contact

Teachers are expected to contact parents when a student is struggling with academic or behavior issues. Teachers should keep a phone log of all calls made to parents. The log will include who was called, the date the call was made and a brief synopsis of the conversation. **Leaving a voicemail message does not constitute parent contact.**

Teachers are also encouraged to phone parents with positive feedback about their child. This promotes good relationships with parents and will help ensure parent support if there is a problem.

Progress Reports

Progress reports will be sent home at mid-term. Report cards will be sent home three to five days after the end of the grading period. Those projected dates are also on the calendar. **Teachers are expected to contact parents when students begin to struggle and prior to progress reports. NEVER let them be surprised by a mid-term or grade card.**

Search of Students

Student searches are only to be conducted by the administration.

Supervision

Teachers are never to leave students alone in any area of the school unsupervised! Any students required to stay in at recess or to stay after school must be under teacher supervision.

Suspension and Expulsion

Recognizing that the behavior of some students may be so disruptive that it interferes with school purposes or educational functions of the school corporation, school officials may find it necessary to remove a student from school. In this event and in accordance with the provisions of IC 20-8.1-5.1, the Board of School Trustees authorizes administrations and staff members to take the following actions:

SUSPENSION FROM SCHOOL – PRINCIPAL: A school principal (or designee) may deny a student the right to attend school or take part in any school function.

EXPULSION: In accordance with the due process procedures, a student may be expelled from school for a period of no longer than the remainder of the current semester plus the following semester, with the exception of a weapons violation.

(See Student Handbook for a detailed list of grounds for suspension and expulsion)

Activities

Co-Curricular, Extra-Curricular, Clubs

Sponsors for these activities have a definite responsibility for the direction of their organization. Students should be given every opportunity to provide leadership in the formulation of the program as well as in carrying it out. However, teachers are to take the leadership in keeping these activities in line with the school policy.

If you are in doubt as to the advisability of some project, see the principal before the final decision is made. It is better to meet with the committee making the plans than veto plans made during your absence.

All fundraising activities must be approved by the administration. An application form is located in the appendix. If a club function requires transportation, a vehicle usage form needs to be filled out. A sample “school vehicle usage form” and “trip permit” are found in the appendix.

Duties of an activity sponsor are as follows:

1. Meetings may be held only when the activity sponsor is present.
2. The teacher or coach in charge of students participating in extra-curricular activities will not leave the building until all students under his or her responsibility have suitable transportation home and have left school grounds.
3. Students are not to roam the building but should be with their extra-curricular activities group until dismissed.
4. No activity should extend beyond 11:00 p.m. Should a time extension be necessary, approval for such extension must be obtained from the principal.
5. Assist students to plan, organize, and promote the activities of the organization.

Field Trips

It is the intent that students and teachers be allowed to make study trips each year away from school and during the school day. Trips should be directly related to classroom projects of educational value. The number of trips allowed will be based on fuel costs, funding and relevance to the curriculum. They should be planned well in advance and highly organized.

Board approval is necessary for overnight or out-of-state field trips. Communication with other teachers is important.

Requests for field trips must be presented to the principal at least two weeks prior to the trip for approval. Sunday field trips are discouraged and require approval of the Superintendent. Trips should be placed on the school calendar in the workroom as soon as plans are initiated and a list of students participating in field trips should be given to all teachers and the office at least 24 hours prior to the trip.

All trips require a permission slip signed by the parent/guardian. You will receive a copy of the permission slip in your beginning-of-the-year folder. **This is the permission form that should be used for all field trips.** You may copy it onto the bottom of your letter explaining the trip, but do not devise your own permission form.

Be sure you have sufficient chaperones.

Procedures which need to be followed for field trips

Prior to scheduling a field trip please read the guidelines for field trips. These guidelines explain policies on stopping for meals, responding to emergencies, etc.

1. Trip must be of educational value, related to your area.
2. Submit a field trip request form to the principal at least two weeks in advance of the proposed trip. A request form is to be used even if school transportation is not used. Board approval is necessary for out-of-state and overnight trips. Begin paperwork for these trips 2 months in advance.
3. Discuss the purpose of the field trip with the students.
4. Require that the student turn in the permission slip 48 hours before the trip. This slip must be signed by the parent, student, and all teachers whose class the student will miss.
5. Prior to the trip, a roster must be prepared for each vehicle to be used. Each person must return in the same vehicle that he was originally assigned to.
6. A list of students going on a field trip should be provided to each teacher and the office at least 24 hours prior to the trip.
7. Make clear to everyone the departure time and estimated arrival.
8. Take roll before leaving the school and before starting the return trip.
9. All students are responsible to make up missed assignments. These are due the following day.
10. No field trips are to be scheduled during Final Exams of any semester or during the last two weeks of school.
11. A medical release form should be in the teacher's possession.

12. Turn in money collected for the trip regularly. **Do not keep large amounts of money in your room!**
13. Notify the cafeteria if the field trip will cover the lunch periods.

Fund Raising

Fund-raising by students on behalf of school-related organizations will be regulated by the following quoted Board policy.

"Fund raising by students on behalf of school-related organizations whose funds are not managed by the Corporation may be permitted on school grounds by the Superintendent." (Policy 5830)

Each school and/or organization in the North White School Corporation shall be permitted to operate one (1) fund raising program per year involving a purchased product. Requests must be submitted to the principal for approval.

Organizations needing additional funds shall be limited to fund raising programs that do not involve a purchased product. Service sales will be acceptable (i.e. car washes, window washes, etc.) Plans for fund raising activities must be cleared through the Principal and placed on the calendar at least one week prior to the event.

Minibus

If you need to use the school minibus for athletic transportation, clubs or school business such as field trips, conferences, etc., arrangements should be made with the transportation secretary.

Money

The financial arrangements of North White School Corporation are divided into two basic categories. One is corporation or tax-supported. The other is co-curricular. Co-curricular funds are raised by various means: money making projects, dues, etc. This money can be spent as each organization wishes within the following guidelines:

1. Each teacher is responsible for his or her account.
2. All monies collected for deposit with co-curricular account are to be deposited IMMEDIATELY with the treasurer. Under no circumstances is the teacher to hold the money or deposit it in his or her personal account.
3. All money deposited in the co-curricular activity account is to be properly receipted and the receipt given to the teacher by the treasurer. It is to be turned in by 12:30 p.m. each day. Change wrappers may be secured in the office. All deposits are to be made with the school treasurer. All money turned into the office must be accompanied by a report giving fund name, amount, and teacher.
4. When presenting a bill for payment from your extra curricular account, please fill out a Purchase Order and sign it. Give to treasurer. When check is written, you will receive one copy for

your records — the other copy will remain in record in the Treasurer's Office. An invoice should always be presented with the Purchase Order. In the instances where bills are accumulated and paid monthly; any copies of sales slips, etc., should be turned into the office so that checks written may be charged to the correct fund.

5. No bills are to be left outstanding at the close of school. It is your obligation to see that all bills are in and presented to the treasurer for payment.
6. Staff members should not leave money in their desks at any time. It is an invitation for someone to break into the building when they know valuables are kept in desk or other places of storage in the building.
7. When students order items such as jackets, T-shirts, etc., they should pay in advance when ordering.
8. All money collected from students must be receipted.

Do not keep large amounts of money in your room unsecured. If it is stolen, you are responsible for replacing it.

Safety and Crisis Planning

Crisis Situations

Every crisis situation is unique and must be handled in a way that is appropriate for that particular situation. **Each school has a detailed Crisis Plan in place** and teachers should refer to this plan should a crisis situation arise. Some general procedures are given below:

In the event of a crisis it is the student's responsibility to do the following:

1. Remain in the classroom or get to the nearest classroom should the student be in the hall.
2. Stay away from the windows and the door.
3. Remain calm and **follow the directions of the teacher without discussion.**
4. If instructed to evacuate the building, follow the "fire drill" exit procedures.
Do not re-enter the building until told to do so by the teacher or an administrator.

Safety Drills

Each room should have a fire and storm procedure posted. You should know these procedures and make sure that your students are familiar with these rules. The following information is contained in the student handbook. Be sure that students know exactly where they go from your particular room.

Fire Drills

Fire drills are conducted periodically according to state regulations under the direction of the State Fire Chief. Instructions for leaving the building are posted in each room.



1. When the alarm rings, **SILENTLY** leave the room immediately. There should be **NO** talking.
2. Walk quickly, but do not run.
3. Continue walking outside the building until all have gone at least 100 feet from the building.
4. Stay with your class.
5. Take class attendance.
6. Remain outside until the signal is given to return.

Each teacher is responsible for the class in his/her room during a drill and leaves the building with the students.



Tornado Drills

When the alarm sounds for a tornado drill, you should move to the hall area designated for your room, **sit/kneel FACING the wall, with hands over the back of the head, tucked into a ball.** Everyone should be completely quiet so you can listen for instructions. **If there were an actual tornado and not enough time to follow the practiced procedures:**

1. Students should move away from the windows and seek shelter under the heaviest item of furniture available in the room, such as desks, tables, etc.
2. Assume a protective position.
3. Remain below window levels
4. Remain protected until advised otherwise by a teacher or administrator.

1. In case of an accident:

- a. Administer first aid if immediate attention is needed.
- b. Notify the office for someone to contact the parent.
- c. Have somebody keep bystanders away.
- d. Loosen clothing around the neck, chest, and abdomen if necessary.
- e. Keep the victim lying on his back. Do not permit him to sit up or to stand. (Exception: If there is much blood or mucus in the mouth.)
- f. Examine the patient to determine the extent of his injuries.
- g. Unless it is absolutely necessary, do not move the victim until the extent of his/her injuries are known.

Lockdown

A lockdown will be announced in certain emergency situations.

When a lockdown is announced:

- All teachers lock their doors (if possible), keep their students in the classroom, seated, quiet and away from the windows.
- Students in the media center must be kept there.
- Students in the hall must proceed immediately to the nearest classroom.
- If students are in the gym, they must be taken to the locker room and kept there.

Teachers will not allow students to leave the classroom until a police officer or administrator evacuates them.

Teacher Expectations

These are but a few already documented items, pooled together for emphasis.

- Monitor the halls by:
 - Being near your door
 - Correcting student behaviors when necessary
 - Encouraging students to move towards their classes
- Establish a climate in your classroom for learning daily.
- Make sure students are on task the ENTIRE class period.
- If you take your class to a different location, library, computer lab, etc., you are expected to post a sign on your door and inform the office indicating your whereabouts.
- Teachers are responsible for the attendance and conduct of their students during assemblies.
- Lesson planning is essential for a well-organized and well-run classroom. Provide a more detailed lesson plan for substitute teachers.
- Planning instructional time so that all students are always actively engaged decreases opportunities for behavioral issues. Immediate feedback is essential in keeping students engaged.
- Support the school in helping to keep students orderly and silent during fire drills, tornado drills, and assemblies.
- Make sure all videos are approved each school year by administration.
- Search and seizure can only be done by Administration.
- Students are to be supervised at all times. Should a teacher need to leave the classroom in an emergency situation the office must be notified. No classroom should be left unattended while students are present. If you notice that a colleague has not reported to their classroom, please let the office know to arrange supervision.
- Do not allow students to leave the classroom indiscriminately.

Suggestions for Teachers

Classroom Management

- Have your classroom prepared for entering students. You may wish to include: Bulletin boards indicative of the subject to be taught, lesson plans, books, school supplies, class schedules posted, agendas outside of door stating what they need for the day, assignments posted, life skills, web site address shared, calendars distributed, your name displayed, rules, consequences, rewards, lamps, plants, and music. Include items that would be conducive to a warm, pleasant, exciting atmosphere.
- Distribute a clearly defined opening day “explanation sheet,” or letter to parents including information about classroom procedures, disciplinary expectations, and course

requirements. Carefully review this information with students to provide a solid organizational framework for the entire school year.

- Rules for good classroom behavior should be spelled out, clearly visible (posted in bold print on the bulletin board), limited, and reasonable. Be fair yet consistent in enforcing your class rules. Consequences must be known to students in advance - no surprises.
- Move about your classroom, avoid being desk bound. Be alert to potential problems by keeping a pulse on the mood of students in your classroom.
- Prepare bell work for the first few minutes of class time. Such work will settle your class and provide time to take attendance and complete necessary routines.
- Develop a posture of confidence and use the guidelines as outlined. Once your students get to know you and your organizational system, they will be comfortable and learn to respect you.
- Arrange for routine student activities to be smooth and unobtrusive. For example, the sharpening of pencils is to be completed before the bell rings, with students in their seats when it rings.
- Master body language and eye contact to develop clear signals in your facial expressions and eyes that give messages to students. They will learn to fully understand your signals. You can eliminate many voice commands and conserve your energy by perfecting your body language signals.
- Be quick to praise your students. Sending home a “good-news-o-gram”, making one positive call to parents per week about a student, or informing parents of accomplishments, builds good will and support.
- When students are working on a written exercise, either have bonus items as a part of the exercise, or materials available for use for students who finish quickly. This applies to tests also.
- Establish a plan to handle the problem of test or homework make-up for absent students. For example, have a labeled basket containing the missed homework assignments with very specific directions, including deadlines. There should be a basket clearly marked for turning in make-up work.
- Clearly define grading procedures, making sure they are consistent with school policy. Students need to know what is required to achieve an A, B, C, etc. Address the problem of students doing poorly during the marking period and then trying to do extra work to improve grades. A good policy is to restrict the value of extra work to no more the 5% of a grade.

- Maintain an up-to-date calendar timeline to be prepared to meet the required and seemingly relentless deadlines for reports, grades, etc.
- Calling parents is strongly encouraged. A call home to discuss a behavior problem, academic problem, or something positive always pays dividends.

Classroom Discipline

- Address discipline problems promptly. Ignoring a problem will not make it go away. If students know you will take immediate action and that consequences occur for inappropriate behavior, your in-class behavior problems will be few. If possible, establish in-class consequences. When students see that you immediately send them to the office, you lose your power. Discuss with your colleagues what works for them.
- Remember - hands off students at all times. It is not wise to use your hands on any pupil, especially in the area of discipline or when a student is visibly angry. You should only physically intervene to prevent potential injury to student. Voice control is a far more effective technique, especially if you have earned the respect of your students.
- Remember, you were young once and made your share of mistakes. Be fair and consistent in administering discipline. Give students an opportunity to change. Don't label them. Remember – it's not how they start, but how they finish.
- Be positive in your discipline methods. Do not use sarcasm or ridicule your students as a method of discipline, it will not be appreciated and will come back to haunt you. We all need to be left with dignity.
- Supervise the halls between classes.

Instruction

- Prepare extensive and detailed lessons plans.
- Have back-up plans to use when the planned lesson appears unsuccessful. Good teaching means to start again with a different approach. In your detailed lesson plans, note specific fallback activities. If you work with a paraprofessional, your plans should include what this person will do during each segment of the day's lesson.
- Use technology properly. Test your equipment before class to ensure it is in working order.
- Monitor your student's progress. Reviewing lessons and quizzes will show whether students are retaining what you have taught. Whole group reteach if 90% of your students have not mastered the content.
- Acknowledge all children; let them know in positive terms how they are doing. Treat students with dignity. Don't dismiss their responses. Acknowledge them, even if only to say "OK" or "nice job". (This is a way of showing high expectations for all.)

- Test for understanding, rather than designing tests to show how tough your class is. Using quizzes often, rather than a test occasionally allows for constant review and learning. The goal is student success and understanding of what you have taught.

Remember: How People Learn

90% of what they teach to others

70% of what they say or write

50% of what they hear and see

30% of what they see

20% of what they hear

10% of what they read.

Know your subject matter prior to giving a lesson. “Winging it” or “flying by the seat of your pants” will not be effective and will often cause discipline problems.

Support your students. Do not give up on them. You will find they retain more than you think. Your students will rise to meet higher expectations, and you will gain respect by being demanding of them.

Professional

- Be very cautious in preparing anything in writing for students or parents. Misspelled words or sloppy copies give a poor impression. Review your written work with a colleague before releasing it to students or parents.
- Carefully develop the reputation you want to project - organized, efficient, effective, fair, and consistent. Students next year will know the reputation you created this year when they walk into your room. Whatever you do, learn from your mistakes. Be proactive, not reactive. Reflect and plan prior to each school year.
- Learn from successful veterans on your staff. Seek out established, respected teachers whose advice will be invaluable.
- Be especially considerate of custodians and clerical staff. Your reward will be their willingness to go the extra mile for you, particularly when time is short and your nerves are on edge.
- Use appropriate time to correct student papers, such as during prep periods. Do not correct papers or hold private conversations during faculty meetings. It may be convenient, but lack of attention may be considered disrespectful.
- Try to be positive and upbeat to avoid gaining a reputation of being a negative teacher who whines, moans, and complains. Your colleagues will avoid you; no one likes being around a chronic complainer.

- Your comments should be positive about your school, your colleagues, and your administration. If you must be critical, make sure the criticism is constructive.
- The classroom is the focus of your attention. Do not bring your personal problems into the classroom. Physical, psychological, or financial problems should not become a burden for your students.
- Be flexible - avoid being rigid in how you handle students when your students are asked to help with assemblies, attend student council meetings, etc. If you feel kids are missing too much class, do not take it out on them; take the matter up with the administrator and/or involved advisor.
- Remember that you are a professional, and your actions off campus may affect how the community perceives teachers as professionals. In other words, use discretion in your off-campus personal life. This includes the use of social media in which any of your students or parents can get access to very easily.
- Yelling and talking loudly is unproductive. Always maintain your professional posture and dignity. You should be FIRM, DIRECT, and FRIENDLY without being “CHUMMY.”
- Using proactive strategies, such as, positive incentives, establishing rapport with students, and genuine recognition of appropriate behaviors, may greatly reduce discipline problems in the classroom.

Duty to Report (Substance Abuse, Missing Children, and Sexual Abuse)

Controlled Substances Offenses

P.L. 224-1987, effective January 1, 1988, adds a new section (19) to IC 20-8, 1-5 that states that “IC 35-48-5 applies to employees of school corporations.” And also adds a new chapter (5) to IC 35-48 requiring non-administrators who personally observe a violation of IC 35-48-5 (controlled substances offenses) “in or within one thousand (1,000) feet of school property” to “immediately report the violation in writing to a member of the school administrative staff.” The written report should have the following information:

1. A general description of the violation
2. The names and a general description of each violator
3. The date and the place of the violation;
4. The name or a general description of each person who the member known witnessed any part of the violation; and;
5. A general description and the location of any property that the member knows was involved in the violation.

The school administrator in turn will take this information or if he/she views this violation and report it in writing to a law enforcement officer. All information should be placed on an Incident Profile Form (IPF) which will be provided by the school. As the IPF is filled out, the following

information should be addressed:

1. What happened?
2. When did it happen?
3. Where did it happen?
4. Who was involved?
5. Why did it happen?
6. What action was taken?

The IPF can be used for other incidents other than drug related situations, i.e. any other breach of security such as fighting, trespassing, larceny, vandalism, extortion, assault, weapons, etc.

Amendments to the Law on Locating Missing Children

Established in 1986 for the purpose of locating missing children. The 1988 session of the General Assembly in SEA 416 added school to the force of agencies charged with gathering information on missing children.

The burdens placed on schools by SEA 416 (P194-1988) are minimal. Generally:

- (1) Schools must require a student who initially enrolls in the school corporation in any grade to provide the name and address of the school the student last attended, if any, and a certified copy of the student's birth certificate or other reliable proof of the student's date of birth. The statute does not require schools to keep the proof of age; schools can, therefore, return it after someone on behalf of the school is satisfied that it is reliable proof of age.
- (2) If the birth certificate or other proof of the student's date of birth is not provided to the school within 30 days of the student's enrollment or if it appears inaccurate or fraudulent, the school must notify the Indiana Clearinghouse for Information on Missing Children. 1-800-831-8953
- (3) When notified by any law enforcement agency that a student has been reported missing, the school must attach a notice to the student's records stating that the child has been reported missing. Law enforcement agencies must report to the last school the child attended only if the child is less than 13 years of age; consequently, the school's duty to attach a notice to records of missing children is triggered only until the child is 13 years of age.

Re: Your responsibility for Reporting Cases of Suspected Student Abuse or Neglect

Indiana law clearly places the responsibility for reporting cases of suspected student physical abuse, sexual abuse, or neglect on school personnel. All such suspected cases are to be reported immediately to the building principal. Bus drivers also report to the building principal.

In reporting this to the White County Department of Welfare, the administrator needs the following information:

- (1) Child's name, address, age, and sex
- (2) Alleged abuser's name (if known), address, and telephone number
- (3) Parent, guardian, or custodial parent's name, address, telephone number, and directions to home if known
- (4) Nature and extent of abuse or neglect
- (5) Possible time and date abuse or neglect occurred

In all probability, the administrator will conduct an interview with the student prior to calling the welfare department. Anonymity cannot always be guaranteed in reporting these matters; however, school personnel are immune from any civil or criminal liability that might otherwise be imposed because of such actions. In reporting that a student may be a victim of abuse or neglect, it is presumed that school personnel have acted in good faith. Of course, immunity does not protect any person who has acted maliciously or in bad faith.

Each administrator has copies of the following for the review upon request:

- Indiana Child Abuse Law
- Information on Identifying Child Sexual Abuse
- Guidelines for Recognizing Child Abuse or Neglect
- Indiana Laws on Sexual Assault

Child Abuse Reporting: Sexual Touching of Certain Areas

P.L. 99-1 988 (SEA 18), effective July 1, 1988, amends the definition of "child abuse or neglect" contained at IC 31-6-1 1-2 in an attempt to clarify and limit the situations in which school staff must report sexually related touching and fondling between a student who is age 16 or older and one who is under 16 but over age 12. Only if students in these respective age categories are involved with "the fondling or touching of buttocks, genitals, or female breasts" is there a duty to report.

Policy on Handling Drug Cases

1. If a teacher suspects that a student is under the influence of drugs, the teacher must get this student to the office as soon as possible. The teacher should request the appropriate administrator come to the teaching station to accompany the student to the office. This communication with the administrator can be made by intercom or sending a student messenger.
2. The school nurse, if she is available, should be consulted immediately regarding the condition of the student. If a nurse is not available the parent should be contacted immediately for permission to call a doctor of their choice to examine the student.
3. In all cases the parent should be notified immediately about the student's condition and request that they pick the student up. The student should be kept in the office or school clinic until parents arrive.
4. If the condition of the student is serious and parents can not be reached, the student should be taken to the emergency room at White County Hospital and a member of the

school staff should remain with the student until a parent or guardian is reached.

5. In cases where it is obvious drugs are involved or drugs are confiscated the proper law enforcement agencies must be notified. The White County Sheriff's office is the proper agency to contact first. The State Police also have jurisdiction in the North White School Corporation. These cases must be reported since they are violations of the law. It is the principal or his "designee" responsibility to see that this is done.
6. The breach of discipline for use of drugs may be handled in the same manner as any other. Rules regarding student rights must be followed. Any suspension or expulsion must follow the due process law.
7. Any suspected drug supplier should be reported to the proper law enforcement offices regardless of the individual's student or non-student status.
8. A written report of any drug related incident must be filed in the office of the Superintendent as soon as possible, after the incident. If the incident is serious, the superintendent's office should be notified immediately by phone with a written report to follow later.
9. All school personnel will be expected to follow the procedures of this policy to the best of their ability.

Symptoms of Drug Abuse

- A. Changes in school attendance, discipline and grades.
- B. Change in the character of homework turned in.
- C. Unusual flare-ups or outbreaks of temper.
- D. Poor physical appearance.
- E. Furtive behavior regarding drugs and possessions.
- F. Wearing of sunglasses at inappropriate times to hide dilated or constricted pupils.
- G. Long-sleeved shirts worn constantly to hide needle marks.
- H. Association with known drug abusers.
- I. Borrowing of money from students to purchase drugs.
- J. Stealing small items.
- K. Finding the student in odd places during the day such as closets, storage rooms, etc., to take drugs.

Manifestations of specific drugs

- A. The glue sniffer:
 1. Odor of substance inhaled on breath and clothes.
 2. Excess nasal secretions, watering of the eyes.
 3. Poor muscular control, drowsiness or unconsciousness.
 4. Presence of plastic or paper bags or rags containing dry plastic cement.
- B. The depressant abuser; (barbiturates — "goofballs"):
 1. Symptoms of alcohol intoxication with one important exception — no odor of

- alcohol on breath.
 - 2. Staggering or stumbling in classrooms or halls.
 - 3. May fall asleep in class.
 - 4. Lacks interest in school activities.
 - 5. Is drowsy and may appear disoriented.
- C. The stimulant abuser; (amphetamines — “bennies”):
- 1. Cause excess activity — student is irritable, argumentative, nervous and has difficulty sitting still in classrooms.
 - 2. Pupils are dilated
 - 3. Mouth and nose are dry with bad breath, causing user to lick his lips frequently and rub and scratch his nose.
 - 4. Chain smoking.
 - 5. Goes long periods without eating or sleeping.

Non-Discrimination Policy:

North White School Corporation is committed to equal opportunity and does not discriminate on the basis of age, race, color, creed, sex, handicapping conditions, or national origin including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity. For further information, clarification, or complaint (grievance) procedures, please contact the Superintendent’s office (219-253-6618) or the following coordinator:

School Improvement Assistant
A.D.A. Coordinator (American with Disabilities)
Section 504 Coordinator (handicapping conditions)
Title IX Coordinator (gender discrimination)
North White School Corporation
North White Elementary School, 304 East Broadway St.
Monon, IN 47959
219-253-6663

RECEIPT OF FACULTY HANDBOOK
NORTH WHITE SCHOOL CORPORATION
2016-2017

TO THE STAFF MEMBER:

My signature verifies that I know where to find the Faculty Handbook on the North White School Corporation’s web site, (www.nwhite.k12.in.us), under the Staff Directory tab. I am aware that I am expected to read the Faculty Handbook, and will be held accountable for its contents, and any new additions. If I have any questions, I will discuss them with my school administrator. Return this “Receipt of Faculty Handbook”, to the school Principal upon signing this form, on or before the first student day.

Date

Printed Name of Staff Member

Signature of Staff Member

RECEIPT OF “BY-LAWS AND POLICIES” OF
NORTH WHITE SCHOOL CORPORATION
2017-2018

TO THE STAFF MEMBER:

My signature verifies that I know where to find the “By-Laws and Policies” on the North White School Corporation’s web site, home page, (www.nwhite.k12.in.us). I am aware that I am expected to read the “By-Laws and Policies”, especially the “Staff Network and Internet Acceptable Use and Safety”, and will be held accountable for the contents, and any new additions. If I have any questions, I will discuss them with my school administrator. Return this “Receipt of By-Laws and Policies”, to the school Principal upon signing this form on or before the first student day.

Date

Printed Name of Staff Member

Signature of Staff Member