School City of East Chicago

TEACHER/STAFF HANDBOOK

One Family...One Community

2021-2022 SCHOOL YEAR

Approved on 8/2/2021
Last updated on 8/2/2021

School City of East Chicago

Dr. Steven Disney, **Interim Superintendent**

August 2, 2021

Welcome to all,

This past year has been a personal and professional challenge for all of us, but I believe that we have become stronger for all of the obstacles that we have overcome. Surely, we have seen what can be done when the human spirit is tested. With that in mind, it is my pleasure to welcome you to what I believe will be the best school year ever; one filled with many successes and personal growth.

This handbook has been prepared to provide you with a basic understanding of the School City of East Chicago mission, vision, and your responsibilities as an employee. The handbook also provides you with guidance on policies, operational procedures, and clearly outlines our district expectations.

The information we have included in this handbook has been designed to be necessarily brief and may be subject to change. However, if you have any questions regarding this handbook's content or district policies, please contact our Human Resource Department.

My best wishes for a successful school year for all of our instructional and support staff,

Dr. Steven Disney, Interim Superintendent

Cardinal Strong – Learning for All, Whatever It Takes!

Board of School Trustees

Vanessa Hernandez-Orange, *President* | Diane Smith, *Vice President* | Anton Williams, *Secretary* | Joel Rodriguez, *Trustee* | Jesse Gomez, *Trustee*

1401 E. 144th Street • East Chicago, Indiana 46312 • (219) 391-4100 • Fax (219) 391-4126 • www.scec.k12.in.us

Learning for ALL... Whatever it Takes!

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District Overview

MISSION STATEMENT

"Learning for ALL – Whatever it Takes!"

VISION STATEMENT

All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.

GOALS

- Positive interactions between teachers, staff, and students happen daily.
- 100% of schools maintain a safe and orderly environment.
- The integration of technology enriches the curriculum at all levels.
- 100% of students will meet or exceed state standards and expectations
- The cooperation, communication and partnerships with the community will increase by 50%.

SCHOOL CITY OF EAST CHICAGO BOARD OF TRUSTEES

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Smith

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Williams

TRUSTEE
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Gomez

TRUSTEE
Joel
Rodriguez

SCEC Central Office Administrators

Title	Name	Building	Office Phone	Email
Interim Superintendent	Dr. Steven Disney	Administration	391-4100 Ext. 12334	sdisney@ecps.org
Interim Assistant Superintendent	Dr. Shaunna Finley	Administration	391-4100 Ext. 12001	sfinley@ecps.org
Chief Financial Officer	Lela Simmons	Administration	391-4100 Ext. 12365	lsimmons@ecps.org
Director of Elementary Curriculum & Instruction	Christina Gutierrez	Administration	391-4100 Ext. 12320	cgutierrez@ecps.org
Director of Human Resources	Robert Doctor	Administration	391-4100 Ext. 12305	rdoctor@ecps.org
Director of Special Education	Tammy Pol	Administration	391-4100 Ext. 12332	tpol@ecps.org
Assistant Director Special Education	Elaine Myer	Administration	391-4100 Ext. 74081	emyres@ecps.org
Director of Technology	Jorge Ontiveros	Administration	391-4100 Ext. 12002	jontiveros@ecps.org
Director of Federal Programs	Toni Mitchell	Administration	391-4100 Ext. 14185	tmitchell@ecps.org
Federal Programs	Cindy Castro	Administration	391-4184	ccastro@ecps.org
Director of Facilities	Lenny Franciski	Facilities	391-4059/4060	lfrancisky@ecps.org
Director of Transportation	Robert Garcia	Transportation	391-4175	rgarcia@ecps.org
Director of Social/ Emotional Learning	Jennifer Beckham	Administration	391-4100 Ext. 12340	jbeckham@ecps.org

School City of East Chicago Administration Building
1401 E. 144th Street
East Chicago, IN 46312

School City of East Chicago Schools

SCHOOL	DOE #	CONTACT	PRINCIPAL Asst. Principal	EMAIL
CARRIE GOSCH PreK	3937	455 E. 148TH St. P: 219-391-4172 F: 219-391-4272	Jessica Peters	jpeters@ecps.org
BENJAMIN HARRISON K-6	3941	4411 Magoun Ave P: 219- 391-4192 F: 219-391-4280	Linda Padilla Charles Podgorny	lpadilla@ecps.org cpodgorny@ecps.org
ABRAHAM LINCOLN K-6	3945	2001 E. 135th St. P: 219-391-4096 F: 219-391-4274	Nancy Sharp Aaron Carter	nsharp@ecps.org acarter@ecps.org
WILLIAM MCKINLEY K-6	3953	4825 Magoun Ave P: 219-391-4186 F: 219-391-4278	Rasheeda Green Jennifer Pozdal	rgreen@ecps.org jpozdal@ecps.org
GEORGE WASHINGTON K-6	3961	2400 Cardinal Dr. P: 219-391-4169 F: 219-391-4296	Andrea Hogan Daira Rancifer	ahogan@ecps.org drancifer@ecps.org
BLOCK MIDDLE SCHOOL 7 - 8	3963	2700 Cardinal Dr. P: 219-391-4068 F: 219-391-4282	Elsie Quiroga Kelly Hildenbrand	equiroga@ecps.org khildenbrand@ecps.org
CENTRAL HIGH SCHOOL 9-12	3924	1100 W. Columbus Dr. P: 219-391-4000 F: 219-391-4049	Abrian Brown Lisa Melendez Marin Lee David Tokarz	abrown@ecps.org lmelendez@ecps.org mlee@ecps.org dtokarz@ecps.org
DISTRICT	4670			

BIWEEKLY PAYROLL PERIODS

PAYROLL PERIOD	PAYROLLS DUE	PAY DAY
06-21-21 to 07-04-21	07-02-21	07-09-21
07-05-21 to 07-18-21	07-16-21	07-23-21
07-19-21 to 08-01-21	07-30-21	08-06-21
08-02-21 to 08-15-21	08-13-21	08-20-21
08-16-21 to 08-29-21	08-27-21	09-03-21
08-30-21 to 09-12-21	09-10-21	09-17-21
09-13-21 to 09-26-21	09-24-21	10-01-21
09-27-21 to 10-10-21	10-08-21	10-15-21
10-11-21 to 10-24-21	10-22-21	10-29-21
10-25-21 to 11-07-21	11-05-21	11-12-21
11-08-21 to 11-21-21	11-19-21	11-26-21
11-22-21 to 12-05-21	12-03-21	12-10-21
12-06-21 to 12-19-21	12-17-21	12-24-21
12-20-21 to 01-02-22	12-30-21	01-07-22
01-03-22 to 01-16-22	01-14-22	01-21-22
01-17-22 to 01-30-22	01-28-22	02-04-22
01-31-22 to 02-13-22	02-11-22	02-18-22
02-14-22 to 02-27-22	02-25-22	03-04-22
02-28-22 to 03-13-22	03-11-22	03-18-22
03-14-22 to 03-27-22	03-25-22	04-01-22
03-28-22 to 04-10-22	04-08-22	04-15-22
04-11-22 to 04-24-22	04-22-22	04-29-22
04-25-22 to 05-08-22	05-06-22	05-13-22
05-09-22 to 05-22-22	05-20-22	05-27-22
05-23-22 to 06-05-22	06-03-22	06-10-22
06-06-22 to 06-19-22	06-17-22	06-24-22

- All programs will be paid in accordance with this schedule.
- Teacher, Substitute Timesheets and Administrator Biweekly reports, absentee report F2-13-6-8 and signed payroll vouchers F2-13-4 **are due on the payroll due date.**
- Employees' whose time is recorded in Time Pro - their time must be verified and approved weekly but no later than 9am on the Monday following the payroll due date. Everyone except teachers under contract are **required** to use the Time Pro clock to clock. Payroll Clerks will enter days off using applicable absence code.
- Overtime Claims – use State Board of Accounts Form EC153-R95. The claim must be signed by the Payee and their immediate supervisor. **All overtime must be approved; unauthorized overtime will not be paid.**
- Stipends and/or extra assignments – follow the same protocol using paper sign in sheet along with any other required documentation. Submit these to the department handling the funds and they will forward to payroll for processing
- Any absence in excess of 5 days requires a Doctor Certification.
- Funeral Leave – employee must complete the funeral leave card upon return to verify the relationship and leave time
- Failure to comply with these due date will mean the postponement of pay for the affected employee.

Office Holidays for 2021-2022 School Year

July	**5**	**(M)**	**4th of July Observance**
September	**6**	**(M)**	**Labor Day**
November	**11**	**(TH)**	**Veteran's Day**
November	**25-26**	**(TH-F)**	**Thanksgiving Recess**
***December**	**23-24**	**(TH-F)**	**Christmas Eve**
***December**	**31**	**(F)**	**New Year's Eve**
***January**	**3**	**(M)**	**New Year's Day Observance**
January	**17**	**(M)**	**Martin Luther King's Birthday**
February	**21**	**(M)**	**Presidents' Day**
***April**	**15**	**(F)**	**Good Friday**
May	**30**	**(M)**	**Memorial Day**

NOTES:

- **Winter Recess** (December 22, 2021 through December 31, 2021) and **Spring Break** (March 21, 2022 through March 25, 2022) will effect **ONLY certified administrators and clerks.** All other staff are expected to work during the Winter Recess and Spring Break.

- *Denotes dates that **Local #73, Crafts & Teamsters employees** are given time off due to their contract.

Board of School Trustees

Vanessa Hernandez-Orange, *President* | Diane Smith, *Vice President* | Anton Williams, *Secretary* | Joel Rodriguez, *Trustee* | Jesse Gomez, *Trustee*

School City of East Chicago
2021 – 2022 Grading Periods
Timelines for Submitting Grades

First Quarter: August 16 – October 14 (43 days)

August	16	Monday	First Day of Quarter 1 Grading Period
September	17	Friday	Midterm 1 Progress Reports Generated
October	14	Thursday	Last Day of Quarter 1 Grading Period
October	20	Wednesday	Teachers submit grades from online gradebook by 11:55 pm.

Second Quarter: October 19 – January 04 (43 days)

October	19	Tuesday	First Day of Quarter 2 Grading Period
November	19	Friday	Midterm 2 Progress Reports Generated
January	04	Tuesday	Last Day of Semester 1/Quarter 2 Grading Period
January	04	Tuesday	Teachers submit grades from online gradebook by 3:00 pm.

Third Quarter: January 05 – March 18 (50 days)

January	05	Wednesday	First Day of Quarter 3 Grading Period
February	11	Friday	Midterm 3 Progress Reports Generated
March	18	Friday	Last Day of Quarter 3 Grading Period
March	29	Tuesday	Teachers submit grades from online gradebook by 11:55 pm.

Fourth Quarter: March 28 – May 27 (44 days)

March	28	Monday	First Day of Quarter 4 Grading Period
April	29	Friday	Midterm 4 Progress Reports Generated
May	27	Friday	Last Day of Semester 2/Quarter 4 Grading Period
May	31	Tuesday	Teachers submit grades from online gradebook by 3:00 pm.

Skyward

Skyward is the Student Information system used by the School City of East Chicago to encompass student records. These records include enrollment and registration applications, student demographic information, mass communication tools such as student and family access, Special Education monitoring and limited staff records. Several individuals throughout the district have a responsibility of entering data into Skyward. The scope of this data includes attendance, discipline, grades, transcripts, scheduling, enrollment records, health records, test scores, extra-curricular activities, special programs, and fee management. Most student data that is reported to the Indiana State Department of Education is generated from Skyward. Several other software programs utilized within the district also sync with Skyward as a way of granting access to educators.

Canvas

Canvas is the web-based Learning Management System, or LMS, used by the School City of East Chicago (SCEC). Our administrators, K - 12 educators, certified personnel, and students use Canvas LMS for eLearning, virtual, hybrid, and/or traditional modes of learning. It is an open web-based software that allows SCEC to manage digital learning. Educators can create and present online learning materials and assess student learning. Whereas, students can engage in courses and receive feedback about skill development and learning achievement.

Canvas includes a variety of customizable management tools, to create unique and accessible teaching and learning experiences. Our instructors may create and share course content using assignments, discussions, modules, quizzes, and pages. They may also choose to foster a collaborative learning experience using collaborations, conferences, and groups.

SCEC provides all users with their own personal Canvas account. Additionally, while Canvas is primarily a web-based software, any user can access Canvas on a mobile device from the Canvas Teacher, Canvas Student, and Canvas Parent apps. Guides are provided for Android and iOS devices. Learn more about the Canvas mobile apps.

SCEC School Hours

Our school district is dedicated to increasing student achievement as evidenced by our mission, Learning for All….Whatever It Takes! We will continue working diligently to create a collaborative, supportive environment where teachers work together to positively impact the lives or our students. Our School Board of Trustees has once again approved "Late Start Wednesdays" for every school in our district to give teachers an opportunity to plan together and receive weekly professional development in various topics. Below you will find the start times and bus pick up times for Wednesdays throughout the school year.

School City of East Chicago Start Times

LEVEL	Bus Pick Up	START	END
Pre-K Center	8:00 a.m.	9:00 a.m.	2:00p.m.
Elementary Schools K – 6th	7:35 a.m.	8:00 a.m.	3:00p.m.
Middle Schools 7th – 8th	7:55 a.m.	8:30 a.m.	3:30 p.m.
High School 9th – 12th	6:50 a.m.	7:30 a.m.	2:30 p.m.

Late Start Wednesday Times

Level	Bus Pick Up Times	Wednesday Late Start Times
Elementary Schools K – 6th	8:35 a.m.	9:00 a.m.
Middle Schools 7th – 8th	8:55 a.m.	9:30 a.m.
High School 9th – 12th	7:50 a.m.	8:30 a.m.

SCHOOL CITY OF EAST CHICAGO
2021-2022 SCHOOL YEAR CALENDAR

HOME OF THE CARDINALS

August 2021

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NO SCHOOL - Staff & Students
Parent Teacher Conferences

Professional Development / E-Learning
End of Quarter
First & Last Day of School

EVERY Wednesday is Late Start
Wednesday including August 18

Total Teacher Days = 186
Total Student Days = 180

August
4-6 New Teacher Orientation
9 First Day (Teachers) District PD
10-12 District-Building PD
13 Teachers Work Day
16 **First Day of School**

September
6 Labor Day - NO SCHOOL

October
14 **END OF Q1**
15-18 Fall Break - NO SCHOOL
28 Parent Teacher Conferences ***(E-Learning Day)***

November
11 Veterans Day - NO SCHOOL
24-26 Thanksgiving Break - NO SCHOOL

December
22-31 Winter Break - NO SCHOOL

January
3 Winter Break Ends - NO SCHOOL
4 **E-Learning / End of Q2 / Record's Day**
17 MLK - NO SCHOOL

February
18 No SCHOOL
21 Presidents' Day - NO SCHOOL

March
9 Professional Development ***(E-Learning Day)***
18 **END OF Q3**
21-25 Spring Break - NO SCHOOL

April
15 Good Friday - NO SCHOOL

May
3 Election Day / E-Learning Day
27 **Last Day of School**
30 Memorial Day - NO SCHOOL
31 Last Day for Staff (Grades Due)

June
3 Middle School Commencement
11 High School Commencement

ONE FAMILY...ONE COMMUNITY

2021-2022 Indiana Assessment Windows

Name of Assessment	Window Begins	Window Ends
Indiana Learning Evaluation Assessment Readiness Network (ILEARN)		
ILEARN Biology End-of-Course Assessment (ECA) December[1]	November, 29, 2021	December 16, 2021
ILEARN Biology ECA February[2]	February 7, 2022	February 24, 2022
ILEARN Grades 3-8	April 18, 2022	May 13, 2022
ILEARN Biology ECA May[3] and Optional U.S. Government ECA	April 18, 2022	May 20, 2022
Indiana Statewide Testing of Education Progress Plus (ISTEP+) Retest		
Winter Retest	November 8, 2021	December 10, 2021
Spring Retest	February 7, 2022	March 4, 2022
SAT		
SAT Primary Testing Dates	March 2, 2022	March 4, 2022
SAT Make-Up Testing[4] Dates	April 13, 2022	April 20, 2022
Preliminary SAT / National Merit Scholarship Qualifying Test (PSAT/NMSQT)		
PSAT/NMSQT Primary Testing Day	October 13, 2021	
PSAT/NMSQT Alternate Testing Day	October 26, 2021	
Indiana Reading and Evaluation Determination Grade 3 (IREAD-3)		
Spring Administration	March 7, 2022	March 18, 2022
Summer Administration	May 23, 2022	July 15, 2022
Indiana's Alternate Measure (I AM)		
I AM	April 4, 2022	May 13, 2022
WIDA ACCESS for English Learners		
WIDA ACCESS Annual Assessments	January 10, 2022	February 25, 2022
National Assessment of Education Progress (NAEP)		
NAEP 2022	January 24, 2022	March 4, 2022

[1] The December Biology window is designed for students completing the course during the first trimester or semester.
[2] The February Biology window is designed for students completing the course during the second trimester.
[3] The May Biology and U.S. Government window is designed for students completing the course at the completion of the second semester or third trimester.
[4] SAT school day testing is not offered on Monday, April 18, 2022.

NOTE: Indiana Student Performance Readiness and Observation of Understand Tool (ISPROUT) is administered to students with an Individualized Education Program (IEP) upon the student's entrance into the preschool program, annually near their birthday or yearly review, and the exit of the program (typically the spring prior to going to kindergarten).

SCEC SIP Overview

District Alignment
❖ Improve core instruction through the use of evidence based best practices ❖ Monitor instructional practices to ensure fidelity of implementation of instruction initiatives and provide teachers with formative feedback ❖ Progressively implement the new K-12 aligned ELA and Math curriculum maps ❖ Utilize formative data cycles to ensure a guaranteed and viable curriculum ❖ Implement a district wide SEL program ❖ Begin taking strategic steps toward becoming STEM certified

Basis of SMART Goal Percentages	
Proficiency	• Cut DNP in half over 5 years. Reach 70% of the goal in 3 years
Growth	• Reduce percentage of student receiving low growth to 15% in 3 years • Increase the percentage of DNP students receiving high growth to 50% in 3 years
Graduation	• Decrease students not graduating by half in three years
Attendance	• Reduce the percentage of chronically absent students by half in three years • Achieve 80% of the student population being identified as model attendees in three years
Behaviour	• Decrease the percentage of suspensions by half in three years

CSI Identification	TSI Identification
Schools: Block MS & Harrison EL	*Schools: Lincoln EL, McKinley EL, Harrison EL, Central HS*
• Any Title I school with an overall Federal rating in the lowest 5% of all Title I served schools • Any public high school with a four-year graduation rate below 67%	A public school with one or more student groups… • Performing in the lowest 10% of their group for two consecutive years. AND • Is identified as “does not meet expectations”

English Language Learner (ELL)

To ensure the success of the SCEC's English Learner (EL) program and the English Language Development (ELD) of our students, EL teachers will have a basic understanding and familiarity of policy and research surround key legislation and landmark cases related to English Language Learner (ELL) programs for students. Information referenced includes: Title VI of the Civil Rights Act of 1964, Lau et al. v. Nichols, et al. (Alan Nichol-President of the school board) case, Equal Education Opportunities, Act of 1974, Casteneda v. Pickard case, Elementary Secondary Education Act (ESEA), and Every Student Shall Succeed Act (ESSA).

Teachers of ELL will embrace a thorough and comprehensive understanding of effective instructional practices and approaches necessary for assisting students in acquiring a command of English Language. While theses effective methods may vary by nature, they must be established consistently and provide ongoing service support(s) to EL. A variety of appropriate instructional practices teachers may use to engage students include but are not limited to the following program models: differentiated instruction, inclusion, sheltered instruction, and Indiana's Response to Instruction (RtI). As well, effective teacher-to-student communication supports are viable and comprise the following: a student-centered classroom environment that promotes student inquiry, interaction and collaboration, and data-driven grouping practices to facilitate social and academic language development.

Special Education

Special education is an established part of public education in the United States—by law and by custom. Special education is tailored to meet the needs of students with disabilities. Services and supports are individualized to ensure the students are successful. Therefore, it is imperative that students receive resources required to make progress in school and transition to post graduation.

To ensure our students with special needs are successful and make progress towards their life goals, our teachers are expected to understand and know the laws that govern the special education process. These laws include, the Individuals with Disabilities Education Act (IDEA), which is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation. It also ensures special education services, related services and accommodations to those children. As such, IDEA governs our department and ensures public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

Another law enforcing document is Article 7- 511 IAC 7-32 through 49. Article 7 is part of the Indiana Administrative Code (IAC) that contains Indiana's special education rules. These rules have been adopted by the State Board of Education (SBOE) in order to implement requirements of (IDEA). Additionally, our expectation for Special Education teachers is that they follow district policies and state and federal laws in order to ensure we remain compliant with Federal Indicators.

The Special Education Department is made up of licensed teachers who are trained to provide appropriate services in order to meet the needs of our students through Individual Education Plans, (IEP's). This includes but is not limited to services, accommodations and modifications specified in their plan. Therefore, we provide a contingency of programs to meet the needs of 13 eligibility areas, such as Inclusive Preschool, Applied Skills, Mild Interventions, Emotional Disabilities, Job Skills, Modified, Co-Taught, Resource, Learning Lab, Homebound, and Resource Programs. Most importantly, all students with disabilities are held to high expectations; and have equitable access to educational opportunities that enrich their lives and prepare them for future success.

Our goals as special educators are to improve outcomes for all students. This is accomplished through a system that ensures equity and access. Equitable Access is the guarantee that all students are provided necessary and individualized supplementary aids and services, accommodations, modifications, or supports to meaningfully participate in the general education curriculum. Equitable access must be accompanied by a school-wide acceptance or belief in shared responsibility, shared accountability, and high expectations between General Education and Special Education. Public Education (November 2015) and Every Student Succeeds Act (December 2015), also requires a strong core curriculum, high quality instruction, unbiased assessment that guides instruction. It also makes certain that collaboration among administrators, general and special education staff, parents, and the community takes places on a regular basis. Multi-tiered System of Supports, (MTSS); and Universal Design for Learning, (UDL); provide the foundation necessary to reach Special Education's overall goals.

Staff Dress & Grooming

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

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

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

B. dress in a manner consistent with their professional responsibilities;

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

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

E. be groomed in such a way that their hair style or dress does not disrupt the educational process.

Additionally, articles of clothing such as jeans, shorts, t-shirts, jogging suits/sweat suits, hats, bandanas, tennis shoes or other inappropriate footware, etc., are not considered professional attire and must not be worn.

**** Jeans would be allowed on conditions of special designated days within building as planned by building principal.***

**** Leggings, jeggings and any kind of tight pants may only be worn if a suitable top covers them down to mid-thigh***

Our students are currently under a mandatory uniformity of colors policy. Certified staff may wear "the colors" providing their apparel falls within the above stated guidelines.

Principals/Directors are to monitor certified staff members' attire. A private, informal conference should be held as the first step to clarify a dress code violation. Subsequent violations will warrant appropriate action.

Addressing Concerns or Issues:

Employees should address all issues and concerns with their immediate supervisor and union representative. If the problems remain unresolved, please contact the HR department in writing. The HR department will notify the appropriate district administrator.

Teacher Absence (Call of Procedures)

School City of East Chicago has implemented an automated service, called AESOP that is used to record absences and find substitutes. When you must be absent, you must report the absence to AESOP, no later than fifty minutes prior to the teacher start time on the morning of your absence. The system can be utilized online by visiting www.aesopeducation.com, or by calling 1-800-94-AESOP (1-800-942-3767). When entering an absence, please wait until you receive a confirmation number before you terminate the phone call.

Emergency call-offs shall be made as soon as possible to the Substitute Coordinator, at 219-391-4100.

If you lose your ID/PIN Number, or need further assistance, please contact the Substitute Coordinator at 391-4100.

Teachers are expected to have complete lesson plans, seating charts, and specific instructions for guest teachers. The guest teacher will leave a summary sheet detailing what transpired throughout the day. Be sure to address any issues of misbehavior upon your return. Notify an administrator if you are dissatisfied with the guest teacher's work. Please put your concerns in writing, stating specifically what the guest teacher did or did not do.

Unauthorized Unpaid Leaves of Absence

Please be advised that staff members are not entitled to unauthorized, unpaid leaves of absence from the district. Leaves of absence that are unrelated to the Family Medical Leave Act (FMLA) are governed by policy number 3430 in the School City of East Chicago Bylaws and Policies Manual. Unpaid leaves that are related to FMLA are covered by policy number 3430.01 in the same manual.

All unpaid leaves of absence by staff members of the School City of East Chicago must receive approval by the Board of Trustees prior to the unpaid absences taking place. Requests for unpaid leaves of absence must be submitted in writing to the staff member's immediate supervisor, and to the Superintendent, no less than three (3) business days prior to a regular public meeting of the Board of Trustees. Please note that submission of the request does not imply automatic approval of the unpaid leave of absence.

Unauthorized, unpaid leaves of absence will be subject to the staff discipline process denoted by policy number 3139 in the School City of East Chicago Bylaws and Policies Manual.

Family & Medical Leave of Absence (FMLA)

In accordance with Federal law, the School Board shall provide up to twelve (12) weeks of unpaid FMLA leave in any twelve (12) month period to eligible professional staff members for the following reasons:

A-1. the birth of a child and/or the care of a newborn child within one (1) year of the child's birth;

B-1. the placement of a child with the staff member by way of adoption or foster care and/or to care for the child within one (1) year of the child's arrival;

C-1. the staff member is needed to care for a spouse, son, daughter, or parent if such individual has a serious health condition; or

D-1. the staff member's own serious health condition prevents him/her from performing the functions of his/her position.

Employee Entitlement to Service Member FMLA

Leave Entitlement

Service member FMLA provides eligible employees unpaid leave for one, or for a combination, of the following reasons:

A-2. A "qualifying exigency" arising out of a covered family member's (spouse, son, daughter, or parent) covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves. Qualifying exigencies, as defined by Federal regulations, include: 1) short-notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; 7) post-deployment activities; and 8) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

B-2. To care for a covered family member, including next of kin as provided in the statute, who has incurred an injury or illness or aggravation of a pre-existing illness or injury while in the line of duty while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, provided that such injury or illness may render the family member medically unfit to perform duties of the member's office, grade, rank, or rating. Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy.

Duration of Service Member FMLA

A. When leave is due to a "qualifying exigency": An eligible employee may take up to twelve (12) work weeks of leave during any twelve (12) month period. Such leave shall be counted with regular FMLA leave time in calculating the twelve (12) weeks of allowable leave.

B. When leave is to care for an injured or ill service member: An eligible employee may take up to twenty-six (26) work weeks of leave during a single twelve (12) month period to care for the service member who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. This is a one time benefit per service member. Leave to care for an injured or ill service member, when combined with other FMLA-qualifying leave, may not exceed twenty-six (26) weeks in a single twelve (12) month period.

C. Service Member FMLA runs concurrent with other leave entitlements provided under Federal, State, and local law.

General Provisions

Professional staff members are "eligible" if they have worked for the Board for at least twelve (12) months, **and** for at least 1,250 hours over the twelve (12) months prior to the leave request. All full-time professional staff members are presumed to meet the 1,250 hour requirement if they were employed by the Corporation in this capacity for the preceding twelve (12) months. Months and hours that reservists or National Guard members would have worked if they had not been called up for military service count towards the staff member's eligibility for FMLA leave/Service Member Family Leave. Employment service time may be aggregated when the break in employment service is less than seven (7) years, is for fulfillment of military obligations, or if the employee is subject to recall under a written agreement (NOTE: this includes a collective bargaining agreement).

Twelve (12) month period is defined as the twelve (12) month period measured forward from the date the staff member's first FMLA leave begins (i.e. the "leave year" is specific to each individual staff member).

For Service Member Family Leave, the use of the twenty-six (26) weeks will be measured forward from the first date on which the employee takes leave.

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves:

A. inpatient care, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or

B. continuing treatment by a healthcare provider, including:

1. a period of incapacity of more than three (3) consecutive calendar day and any subsequent treatment or period of incapacity relating to the same condition that also involves either in-person treatment two (2) or more times by a healthcare provider within thirty (30) days of the first date of incapacity, absent extenuating circumstances beyond the employee's control, or in-person treatment by a healthcare provider on at least one (1) occasion which results in a regimen of continuing treatment under the supervision of a healthcare provider;

   The first visit to the healthcare provider must occur within seven (7) days of the first date of incapacity.

2. any incapacity due to pregnancy or for prenatal care;

3. any period of incapacity or treatment for such incapacity due to a chronic serious health condition;

4. a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective;

5. any period of absence to receive multiple treatments by a healthcare provider either for restorative surgery after an accident or other injury or for a condition that would likely result in a period of incapacity of more than three (3) consecutive days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

C. conditions for which cosmetic treatment are administered are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontia problems, periodontal disease, etc., are conditions that do not meet this definition and do not qualify for FMLA leave.

Intermittent and Reduced Schedule Leave

The Superintendent may allow a staff member to take FMLA leave intermittently or on a reduced schedule for the birth, adoption, or foster care placement of a child (see A-1 or B-1 on page one). A staff member may take FMLA leave on an intermittent or reduced-leave schedule when medically necessary for his/her own serious health condition or to care for a spouse, parents, or dependent child with a serious health condition (see C-1 and D-1 on page one). Service Member Family Leave may also be taken on an intermittent or reduced-leave schedule when medically necessary.

The taking of such leave results in the total reduction of the twelve (12) or twenty-six (26) weeks only by the amount of leave actually taken.

If the intermittent or reduced-leave schedule is foreseeable based on planned medical treatment or the staff member is taking Service Member Family Leave, the Superintendent may require the staff member to transfer temporarily to an available alternative position which better accommodates recurring periods of leave. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule because of reasons (C) or (D) above or pursuant to Service Member Family Leave and the leave would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

B. transfer temporarily to an available alternative position offered by the Superintendent for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

Staff Member Notice Requirement

Whenever the leave is foreseeable, the staff member shall provide the Superintendent with thirty (30), days notice. If there is insufficient time to provide such notice because of unforeseeable events, the staff member shall provide such notice as soon as possible and practical, generally not later than the next business day after the employee realizes the need for leave. Failure to follow the leave notice requirements may result in delay of obtaining the leave. Employees will still be required to comply with the absence reporting procedures at their buildings.

When planning medical treatment or taking leave pursuant to Service Member Family Leave, the staff member must consult with the Superintendent and make a reasonable effort to schedule the leave so as not to unduly disrupt the regular operation of the Corporation, subject to the approval of the healthcare provider.

Substitution of Paid Leave

The staff member may request to substitute (i.e. run concurrently) any of his/her earned or accrued paid leave (e.g. sick leave, vacation leave, family leave) (per the applicable collective bargaining agreement) for unpaid FMLA leave (see A-1, B-1, and A-2).

The staff member may request to substitute any of his/her earned or accrued paid vacation, personal leave or sick leave (per the applicable collective bargaining agreement) for unpaid FMLA leave provided for either reason (C-1) or (D-1) on page one and B-2 on page two.

The staff member may request to substitute any of his/her earned or accrued paid vacation, personal leave, family leave or sick leave (per the applicable collective bargaining agreement) for unpaid Service Member Family Leave.

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) week period of FMLA leave or twenty-six (26) week period of Service Member Family Leave, the additional weeks of leave to obtain the twelve (12) weeks of FMLA leave or twenty-six (26) weeks of Service Member Family Leave, the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave in substitution for unpaid FMLA leave/Service Member Family Leave, such leave counts toward the twelve (12) week/twenty-six (26) week maximum leave allowance provided by this policy.

Corporation Notice Requirement

The Superintendent will notify the staff member when the Corporation intends to designate leave as FMLA-qualifying. Such notice may be given orally or in writing and should be given within five (5) business days of the request. When verbal notice is given, it will be followed by written notice within five (5) business days. In the case of intermittent or reduced schedule leave, only one (1) such notice is required unless the circumstances regarding the leave have changed. If the Superintendent does not have sufficient information about the reason for the staff member's use of paid leave, the Superintendent may inquire further to ascertain whether the paid leave is FMLA-qualifying. Once the Superintendent learns that a paid leave is for an FMLA leave-qualifying reason, the Superintendent will notify the staff member within five (5) business days that the paid leave will count toward the staff member's twelve (12) week FMLA-leave entitlement. The notification will indicate whether the employee is required to provide a fitness-for-duty certification to return to work.

Limits

In cases in which the Board employs both spouses, the total amount of FMLA leave is twelve (12) weeks for the couple, except when the leave is due to the serious health condition of either spouse or a child. Additionally, the aggregate number of work weeks of leave to which both the husband and wife may be entitled pursuant to this policy is limited to twenty-six (26) work weeks during the single twelve (12) month period provided for in the Service Member Family Leave provision if the leave is taken pursuant to Service Member Family Leave or a combination of general FMLA leave and Service Member Family Leave.

Certification

When FMLA leave is taken for the staff member's own serious health condition or to care for a spouse, parents, or dependent child with a serious health condition (see C-1 and D-1 on page one), or Service Member Family Leave is taken, the staff member must provide medical certification from the healthcare provider of the eligible staff member, his/her immediate family member, or the next of kin of the individual.

The staff member may either:

A. submit the medical certification to the Superintendent; or

B. direct the healthcare provider to transfer the medical certification directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

Staff members are not eligible for leave pursuant to this policy if they work elsewhere during leave pursuant to this policy.

In the event the staff member fails to provide medical certification, any leave taken by the employee is not FMLA leave/Service Member Family Leave.

When the need for FMLA leave is foreseeable and at least thirty (30) days' notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Superintendent within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

Any dispute over eligibility for FMLA leave shall be discussed between the employee and Superintendent. The Corporation shall be responsible for maintaining a record of those communications.

The Board reserves the right to obtain, at its expense, the opinion of a second healthcare provider and, in the event of conflict, the opinion of a third healthcare provider whose decision shall be binding and final. The staff member may either:

A. submit the opinion of the second healthcare provider, and the opinion of the third healthcare provider if applicable, to the Superintendent; or

B. direct the second or third healthcare provider to transfer his/her opinion directly to the Superintendent, which will generally require the staff member to furnish the healthcare provider with a HIPAA-compliant authorization.

In the event that the staff member fails to provide the medical opinion of the second or third healthcare provider, if applicable, any leave taken by the staff member is not FMLA leave.

A staff member who takes leave for reason (D-1) on page one, prior to returning to work, must provide the Superintendent with a statement from his/her healthcare provider that s/he is able to resume work.

A staff member seeking to take leave pursuant to reason (A-2 or B-2) above must submit, in a timely manner to the Superintendent, an appropriate certification as described by Federal regulations.

Return from Leave

Upon return from any FMLA leave, the Board will restore the staff member to his/her former position or to a position with equivalent employment benefits, pay and conditions of employment. During FMLA leave, the Board shall maintain the staff member's current coverage under the Board's group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition that entitles the staff member to leave pursuant to reasons (C-1) or (D-1) above or Service Member Family Leave, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

The Superintendent shall prepare any guidelines that are appropriate for this policy and ensure that the policy is posted properly.

In any areas where discretion is allowed in the implementation of this policy or its guidelines for implementation, such discretion shall be exercised in a non-discriminatory manner. Similarly situated persons shall be treated similarly.

The Superintendent shall provide a copy of the policy to all staff members, and retain a record of how and when the policy was distributed. A notice of Rights and Obligations shall also be provided each time an employee requests FMLA leave or the Corporation has sufficient information to believe that the employee may qualify for FMLA leave.

The approval, denial and administration of leave under this policy will be governed by the Family Medical Leave Act of 1993, as amended, and its published regulations, as applied and interpreted by the Superintendent.

Sick Leave & Personal Leave

Each teacher shall be granted ten (10) sick leave days for each school year. In addition, each teacher shall be granted three (3) days each school year which may be utilized as sick leave or at the teacher's discretion, for the transaction of personal business. **However, only one personal business day and two sick days will be given for current teachers at the beginning of the school year. The remaining eight sick days and two personal business days will be awarded after fifteen school days. New teachers will receive the ten sick days and three personal business days after the fifteenth day.**

Staff/Student Relations (Code of Ethics)

The "Staff Technology and Network Responsible Use and Safety Policy" must be adhered to at all times.

Staff members are expected to maintain an appropriate, professional working relationship with students at all times. Improper informal and/or social involvement with individual students/athletes is prohibited. Such conduct will not be tolerated. Teachers are expected to use good judgment in their relationships with students/athletes both inside and outside of the school context, including but not limited to the following:

A. Teachers shall not make reference or derogatory remark to students regarding the school, staff, parents, or other students.

B. Teacher-sponsored functions at which students are invited are prohibited unless they are part of the school program and are properly supervised.

C. Teachers shall maintain a proper teacher-student relationship refraining from seductive, illegal, immoral, or scandalous communications or acts with students.

D. Teachers shall not associate with students/athletes at activities which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol, or drugs.

E. A professional staff member shall not associate or fraternize with students at any time in a manner that may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity that could be considered abusive or sexually suggestive or involve harmful substances such as illegal drugs, alcohol or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal prosecution and disciplinary action by the Board up to and including termination of employment.

F. Teachers shall not send students on personal errands.

G. Staff members shall not attempt to assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but instead, should refer the student to the appropriate individual or agency for assistance.

H. Teachers shall not disclose information concerning students to anyone not authorized to receive such information. This includes, but is not limited to grades, health, behavior, discipline, suspensions, and/or family background.

I. Staff members shall only engage in electronic communication with students via email, texting, social media and/or online networking media, such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., when such communication is directly related to curricular matters or co-curricular/extracurricular events or activities with prior approval of the principal. One on one communication is prohibited. Mass communication is the method to be used. Mass communication is defined as a group. A single student communication/exception is permitted when the parent receives the same message concurrently.

Personal Background Checks & Mandatory Reporting of Convictions & Arrests

To protect students and staff members, the School Board requires an inquiry into the personal background of each applicant the Superintendent recommends for employment on the Corporation's professional staff. Such an inquiry shall also be made for all substitutes.

The Superintendent shall establish the necessary procedures for obtaining personal background information on each applicant recommended for employment as a professional staff member which shall include the following:

A. an expanded national criminal history check (as defined by I.C. 20-26-2-1.5) of the criminal history record system maintained by the Federal Bureau of Investigation based on fingerprint identification or another method of positive identification

B. a search of the national sex offender registry maintained by the United States Department of Justice

C. telephone inquiry with each former employer

D. explanations of any employment gaps to ensure the candidate has not omitted an employer where an offense occurred

E. verification of the applicant's eligibility to work using the E-Verify database maintained by the federal government as required by I.C. 12-32-1

F. fingerprint check

The Board may deny employment to an applicant who is convicted of an offense for which the applicant's license for the position may be revoked or suspended by State law.

Each applicant shall certify under penalty of perjury his/her eligibility to be employed by the Board as a United States citizen or a qualified alien. The Board may deny employment to an applicant who is convicted of an offense for which the applicant's license for the position may be revoked or suspended by State law.

The procedures shall provide that information and records obtained from pre-employment inquiries under this policy are confidential and shall not be released except as necessary to implement this policy or defend a decision made pursuant to this policy.

Any costs associated with obtaining the criminal history record are to be borne by the applicant. During the course of his/her employment with the School Corporation, each professional employee and substitute teacher shall be required to report his/her arrest, or the filing of criminal charges against the employee, and conviction of criminal charges to the Superintendent within two (2) business days of the occurrence.

The Superintendent shall obtain a review of each reported conviction and shall recommend appropriate action to the Board considering the risk to members of the school community presented by the continued employment of the convicted employee.

Drug-Free Workplace

The School Board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.

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

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

Cell Phone Policy

The following policy statements define the use of cellular phones and other electronic devices as they pertain to school and District employees:

1. Employees may possess cellular phones and other electronic devices while in school and at school activities.

2. When employees do use cellular phones or other electronic devices, they must use them appropriately, responsibly, and professionally.

3. All personal electronic devices (unless being utilized for instructional purposes) shall be **turned off, not used**, **and kept out of sight** while employees are performing his/her employment responsibilities, e.g., teaching, supervising, attending meetings, etc. When applicable and acceptable, cellular phones may remain on, but must be placed on the silence mode.

4. Employees may use personal cellular phones and other such electronic devices for school emergency situations and between class times, during lunch break, other scheduled breaks, and/or recess periods as long as it does not interfere with their employment responsibilities and instructional time of students.

5. Except in an emergency situation, employees may not use cellular telephones or other communication devices while operating a District vehicle or operating any vehicle while transporting students.

6. Employees are expected to use technology in an appropriate, professional manner. Employees should not make any inappropriate contact with students, parents or colleagues using any form of communication (written, verbal, or electronic). This includes participating in social networking sites, texting, emailing, twittering, etc.

7. Employees who misuse their personal cell phone or other electronic devices shall be subject to disciplinary action in accordance with State Law and District Policy, e.g. verbal warning, written reprimand, revoke privilege to possess cellular phone or electronic devices at school, and/or refer to Superintendent for further disciplinary action.

8. For extenuating personal emergency situations, the principal or immediate supervisor may make a temporary exception to this Policy if other accommodations cannot be arranged.

9. Designated District employees that are issued cellular phones by the District shall adhere to this Policy.

Evaluation of Teaching/Certified Staff Plan

As required in IC 20-28-11.5 (Performance Evaluations) teacher evaluations shall include the following:

1. Conducted Annually (minimum)

2. Objective measures of student achievement and growth.

3. Measures of effectiveness through observations.

4. Designation of each teacher in one of the following rating categories:

    - **Highly Effective**
    - **Effective**
    - **Improvement Necessary**
    - **Ineffective**

5. Explanation of evaluator's recommendations for improvement and time frame in which improvement is expected.

General Procedures

1. The RISE rubric and evaluation procedures shall be provided to each newly employed teacher and made available to each teacher through the district web site.

2. Conferences between evaluator and teacher shall be held in a place suitable for preserving confidentiality with as few interruptions as feasible and practical.

3. All evaluators shall receive training on all aspects of the teacher evaluation system.

4. All evaluation conferences shall be conducted by the principal, assistant principal, and/or other administrative personnel.

Classroom Observations

1. A minimum of two (2) scheduled classroom observations shall be completed according to the following timetable:

    - One (1) extended observation (at least 40 minutes in length) shall be conducted, with a mandatory post- conference within 7 calendar days and completed prior to the beginning of the Winter Recess.

      (Only circumstances such as absence of one of the parties or extenuating circumstances should be allowed to prevent postponing a conference. Conference rescheduling shall be for a mutually agreed upon date.)

    - One (1) short observation (at least 10 minutes in length) shall be conducted, with feedback within 5 days and completed prior to June 1 of each year.

2. A written report of the extended observation shall be provided at least one day prior to the conference.

3. Additional observations and conferences may be held at any time.

4. "Walkthroughs" or other informal observations, without conferences, may be conducted at any time. However, any concerns form the observer shall be communicated to the teacher through email, written memorandum, or conference.

5. All observations shall be conducted by the principal, assistant principal, and/or other administrative personnel.

Evaluations/Final Determinations

1. A Non-Final Summative Worksheet form shall be signed by the evaluator and given to each teacher before the end of the current school year. This form will also be shared with the teacher via the STANDARDS FOR SUCCESS system.

2. A final rating will be assigned once the IDOE releases the school's **SCHOOL-WIDE LEARNING SCORE** and the **INDIANA GROWTH MODEL** data for teachers with growth model data.

3. Any teacher determined to have negative growth shall receive a rating of Improvement Necessary or Ineffective. Negative growth is determined by the results of the ISTEP exam through the IDOE or as determined by the district standards for Local Evaluation systems.

4. Each teacher shall receive a rating in one of the four aforementioned categories through the use of the numerical combination as laid out in the RISE documents.

5. Where a teacher's non-final summative rating is improvement necessary or ineffective, the teacher will be issued a Professional Development plan pursuant to IC-20-28-11.5-6. Such improvement plan shall include activities pertaining to the identified area(s) of improvement. The evaluator and the teacher shall collaborate and agree upon the specific activities to be included in the Plan. The Plan will be developed for not more than 90 school days in length to correct deficiencies noted in the teacher's evaluation. The exact length of the plan will depend on the nature of the deficiencies to be addressed.

6. No student will be instructed for two consecutive years by two teachers rated as ineffective. However, if this situation is unavoidable, communication with the parent will occur as required by law.

<u>Negative Impact</u>

IC 20-28-11.5-4 (c) A plan must include the following components:
(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

- ◊ The IDOE will calculate negative impact for all teachers with Indiana Growth Model Data.
- ◊ For teachers who do not have Indiana Growth Model Data, the combined Class Learning Objective, Targeted Learning Objective, and/or SMART Goal scores will determine negative impact.
    - o If a certified staff member receives negative growth on both of the objectives or both of the goals, the staff member is determined to have negative impact.

Curriculum

Teachers will use the Skyward programs daily to input students' information. Teachers are required to input at least three (3) standards-based grades per week for each student. This will allow parents and students to monitor students' progress. SCEC uses the Canvas Learning Management platform to facilitate online instruction. Teachers will follow the SCEC Curriculum maps and guidelines as directed by the SCEC Curriculum Department. SCEC uses IREADY and American Reading Company (ARC) materials for Math and ELA in grades K-8. There is an expectation that teachers use the appropriate adopted resources for courses. Technology is used as a resource to enhance the curriculum. Teachers are also expected to learn and grow as they incorporate technology into the curriculum on a daily basis. There will always be new and innovative opportunities and resources for teachers to explore with our students.

Assessment

Teachers are expected to administer (district) formative and state-wide assessments as directed. These assessments give important feedback on mastery of standards. SCEC will adhere to state and district testing windows and deadlines. Teachers will use this feedback to inform instruction.

Homework

It is the expectation that students follow instruction with opportunities to practice. Homework should be used as a method for "checking students' understanding" rather than for punitive purposes. Assigned homework should be meaningful and hold purpose. Teachers should assign homework relevant to instruction. Homework should fit the age and grade level of students. Students in elementary should not receive more than 1.5 hours of homework, middle school students 2.5, and high school students 3.0. This includes all classes homework each night.