

FACULTY HANDBOOK

Board Approved: September 11, 2025



HANDBOOK PURPOSE

A clear understanding of organizational expectations is critical to ensuring a proactive approach to a positive work environment. The faculty handbook serves as a *reference guide* of information and expectations for those under a certified contract with the Tri-Creek School Corporation. This includes all teachers, counselors, deans, and personnel eligible for the Tri-Creek Teachers' Organization.

Designed as a communication tool for employees, the information in this handbook does not necessarily address every situation that may arise, but attempts to address day-to-day information of general applicability. The Tri-Creek School Corporation superintendent and/or board of school trustees reserve the right to make changes at any time and to interpret these policies and procedures at the discretion of the superintendent who serves as the chief executive officer of the school corporation.

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VISION

The Tri-Creek School Corporation of students, staff, and community endeavors to be a **recognized leader for high achievement and exceptional growth. Innovative and equitable approaches** build upon **strong community pride** that enables all students to be engaged in **well-rounded educational programs** to prepare for future successes.

MISSION

Tri-Creek School Corporation commits to **engage** all in relevant learning experiences, **equip** them with meaningful knowledge and skills, and **empower** them with the confidence to thrive.

GUIDING PRINCIPLES

<p>Safe, Positive Environment <i>Promotes Productive Relationships, Engagement, and Achievements</i></p> <ul style="list-style-type: none"> • Prioritize school safety • Encourage risk-taking • Advocate for self and others • Cultivate relationships within the community • Invest in relationships amongst staff-students, staff-parents, staff-staff, students-students • Promote and celebrate positive behaviors and choices • Provide proactive and timely communication • Provide social and emotional support • Celebrate diversity 	<p>Shared Responsibility <i>Requires Investment and Ownership by All</i></p> <ul style="list-style-type: none"> • Facilitate collaborative input with all levels of stakeholders • Listen to learn; seek to understand • Embrace challenges • Be informed by facts and consider all options • Commit to responsible use of resources • Act with integrity • Be transparent • Maintain a team mindset and approach
<p>Continuous Improvement <i>Builds Capacity and Growth for All</i></p> <ul style="list-style-type: none"> • Provide and support leadership opportunities • Conduct consistent and timely evaluation of programs • Think creatively and explore new options in our practices • Create and monitor aligned systems across the district • Agree upon outcomes for learning opportunities • Retain and recruit highly qualified staff • Recognize and celebrate achievements • Seize teachable moments • Embrace shared goals (academic, behavioral, etc.) at the district and building levels • Leverage strengths and seek opportunities for improvement • Be adaptive and dynamic to meet evolving needs • Engage in reflection, support self-improvement, and be receptive to feedback 	<p>Focus on Solutions <i>Overcomes Challenges Through Critical and Creative Thinking</i></p> <ul style="list-style-type: none"> • Communicate effectively • Embrace innovation • Promote and seek opportunities for collaboration • Make informed decisions based on data and evidence • Connect decision-making to Guiding Principles • Leverage professional learning communities • Commit to high standards and expectations • Pursue positive conflict resolution • Value research and best practices • Maintain a growth mindset • Respect different perspectives

ACCIDENT AND INJURY REPORTS

All accidents and injuries must be reported on the applicable form, either the **Student/Visitor Accident Report** or the **Employee Report of Injury form**. These forms are also available in the office or can be obtained from the school nurse or Human Resources. Forms must be filled out by the school nurse or supervisor in charge as soon as possible on the day of the accident or injury. A copy is to be sent to the Administration Center to the attention of the Business Department by the following day. Please be as accurate as possible in completing the forms. All questions must be answered. If a question is non-applicable, write N/A on the line for that question. When the form is completed, please return it to the office for building administrative review and signature. Employee treatment must be through Working Well in Crown Point (I-65 and 231).

ALCOHOL, DRUGS, AND SMOKING

Smoking of any substance is prohibited on school premises, including school-owned or contracted vehicles in addition to staff members' personal vehicles if the vehicle is parked on school property. Employees shall also refrain from being under the influence of any illegal drugs and/or alcoholic beverages while on school grounds or while actively conducting any type of official school business off of school property.

ASSIGNMENT

Assignments, Transfer, Vacancies, and Reductions. The Tri-Creek School Corporation has the exclusive right to assign, transfer, fill vacancies, and implement reduction processes as needed for the best interest of the organization.

1. Definitions
 - A. An assignment is denoted by the specific grade level in elementary school or the specific courses in a subject at the intermediate and secondary levels. Assignment change occurs within the same building or under the same principal.
 - B. A position is denoted by the grade level (elementary, intermediate, middle, high school) and the content area(s).
 - C. A transfer means a change from one building to another.
2. Chronology
 - A. By March 1 of each year or as a job posting occurs, teachers desiring a change to another building or grade level shall send a formal written communication to the superintendent, principal, and the principal of the building to which the teacher requests a transfer. The letter shall state preferences in writing for building, position, and assignment.
 - B. Current faculty desiring to fill a posted position shall apply through the district's hiring application available on the district website.
 - C. The building administrator shall give consideration first to current teachers seeking a change in assignment in the same building and then to current teachers seeking a voluntary transfer before hiring new teachers in the corporation.

1. A teacher requesting transfer may be interviewed by the building principal.
 2. The principal of the school to which a transfer is requested shall have the option to reject or accept any teacher requesting transfer.
 3. Any teacher requesting transfer shall be notified of the decision pertaining to the request.
 4. No reprisal shall be taken against any teacher requesting a transfer.
- D. Faculty involuntarily transferred will be assigned a position for which they are certified.
3. Reductions
- A. Reduction in Force will adhere to the legal processes outlined in Indiana Code.

ATTENDANCE AND WORK HOURS

Expectations. Certified staff are salaried employees. A regular full day for a certified staff person is 7.5 hours. Different from hourly employees, work may need to be conducted outside of these hours – a part of being a salaried employee. The number of days is determined by the number specified in each individual contract.

LOWELL SENIOR HIGH SCHOOL. Certified Staff: **7:45 a.m. – 3:15 p.m.** * Students may Enter Building 7:45 a.m. (219) 696-7733 * Office Hours: 7:15 a.m. – 3:45 p.m.

LOWELL MIDDLE SCHOOL. Certified Staff: **8:05 a.m. – 3:35 p.m.** * (219) 696-7701 * Students may Enter Building 8:00 a.m. * Office Hours: 7:00 a.m. – 3:30 p.m.

LOWELL INTERMEDIATE SCHOOL. Certified Staff: **8:05 a.m. – 3:35 p.m.** * (219) 696-0450 * Students may Enter Building 8:00 a.m. * Office Hours: 7:00 a.m. – 3:30 p.m.

LAKE PRAIRIE ELEMENTARY SCHOOL. Certified Staff: **7:45 a.m. – 3:15 p.m.** * (219) 696-7541 * Students may Enter Building 7:30 a.m. * Office Hours: 7:00 a.m. – 3:30 p.m.

OAK HILL ELEMENTARY SCHOOL. Certified Staff: **7:45 a.m. – 3:15 p.m.** * (219) 696-9285 * Students may Enter Building 7:30 a.m. * Office Hours: 7:00 a.m. – 3:30 p.m.

THREE CREEKS ELEMENTARY SCHOOL. Certified Staff: **7:45 a.m. – 3:15 p.m.** * (219) 696-5740 * Students may Enter Building 7:30 a.m. * Office Hours: 7:00 a.m. – 3:30 p.m.

Paid Time Off. Daily attendance is important to both students and fellow colleagues. When staff members are absent, a burden is created that takes away from optimal operations. As “life happens” and there is a need to utilize paid leave, the expectation of professional trust exists in using paid leave for its intended purpose. Utilization of paid leave other than for intended purpose is subject to disciplinary action.

Refer to the active **contract between the Tri-Creek School Corporation and the Tri-Creek Teachers’ Organization** for the parameters of utilizing paid leave.

Process for Requesting Time Off. Employees must access Frontline Absence Management to enter requests for paid leave with as much advance notice as possible, but no later than 6:15 a.m. If after 6:15 a.m., a phone call must be made to the immediate supervisor as soon as possible so arrangements for duties may be coordinated.

Requests for maternity and paternity leave must be made in writing with at least 90 days' advance notice.

Lesson plans/duties. Lesson plans and student learning materials must be available for substitute teachers at the beginning of the start time for teachers. Lesson plans should be detailed enough for a substitute teacher to deliver relevant and engaging instruction for students. For non-teachers, arrangements need to be made for established meetings and/or duties that cannot be rescheduled. Be sure to include any student supervision or other ancillary job duties that are a part of the work day.

BOARD POLICY AND ADMINISTRATIVE GUIDELINES

Board policies that govern certified staff are found in the **Tri-Creek School Corporation Board of School Trustees Policy Manual**.

BUILDINGS/GROUNDS, EQUIPMENT, FACILITIES, EQUIPMENT, WORKSPACE

Building Access. Teachers may have access to their teaching areas for professional duties from 5:00 a.m. to 11:30 p.m. seven days a week during the school year and as arranged through the building principal during the summer. School corporation facilities and equipment are for professional use only. The only exception is noted under *Exercise and Wellness*.

Building Modifications and Furniture. All requests for painting, furniture, equipment acquisition, or any building modification/improvement must first be submitted through the building principal who will elevate the request to the district level for approval. No modifications to the building or facilities should take place without proper prior approval.

Equipment. No item of school district-owned equipment shall be loaned for noncorporation-school use off school property. If equipment is required for the use of those granted permission to use Corporation facilities, it may be loaned in accordance with School Board policy on the use of school facilities.

Events and Scheduling. A master calendar may be found on the Tri-Creek website. When scheduling special events, consult the school and district calendars first to identify any potential conflicts. Once a date, time, and location are identified, use the process of ML Schedules to officially schedule the event. All events must be scheduled in ML schedules to ensure no conflicts in use of space by others, to ensure proper heating and cooling, and to modify cleaning schedules as necessary.

Exercise and Wellness. Staff members who take advantage of access to exercise equipment and use of facilities for exercise understand the personal use is voluntary and a part of the overall pursuit of wellness benefits for Tri-Creek School Corporation employees. Injury during voluntary exercise beyond the scope of an employee's work does not qualify for workman's compensation.

Keys and Proximity Cards. Faculty shall refrain from granting others access to their keys and prox cards. It is the responsibility of all staff members, including coaches, to keep their school key and prox cards secure. If a staff member should lose their keys or prox card, the staff member must immediately report the loss to a building administrator to facilitate a search and/or deactivation of the prox card. Damaged or lost identification/proximity cards are to be reported and replaced right

away. The charge to replace standard identification cards is \$5.00. The charge to replace identification/proximity cards is \$25.00.

Work Orders. Strong community pride in our schools is elevated when our facilities are well-maintained and aesthetically pleasing. This pride is exhibited by students, staff, and all stakeholders. Please report issues that need to be fixed or repaired.

The Maintenance Department uses the MLWorkOrders tracker system to monitor and respond to service requests.

Mentioning a non-urgent need in the hallway to a custodian, sending an email, leaving a voicemail message, or handing off a note only complicates matters. Instead, post a request to the work needed via the website where both the staff member and the maintenance department can track it. Updates to the status of the request occur through email back to the requisitioner.

To post a request, go to the district homepage, scroll to bottom, select Staff, select Submit a maintenance/custodial request, click on the MLWorkOrders icon:



First-time submitters of a service request will need to log in using a Tri-Creek email address and password. For issues with submitting work orders, see the building head custodian.

CAFETERIA FOOD SERVICE

The school cafeteria uses a computerized lunch accounting system called MealTime. Staff members have individual accounts and may access the MealTime account via the Tri-Creek website to deposit money into an account or may utilize the option to pay in person at the point of sale.

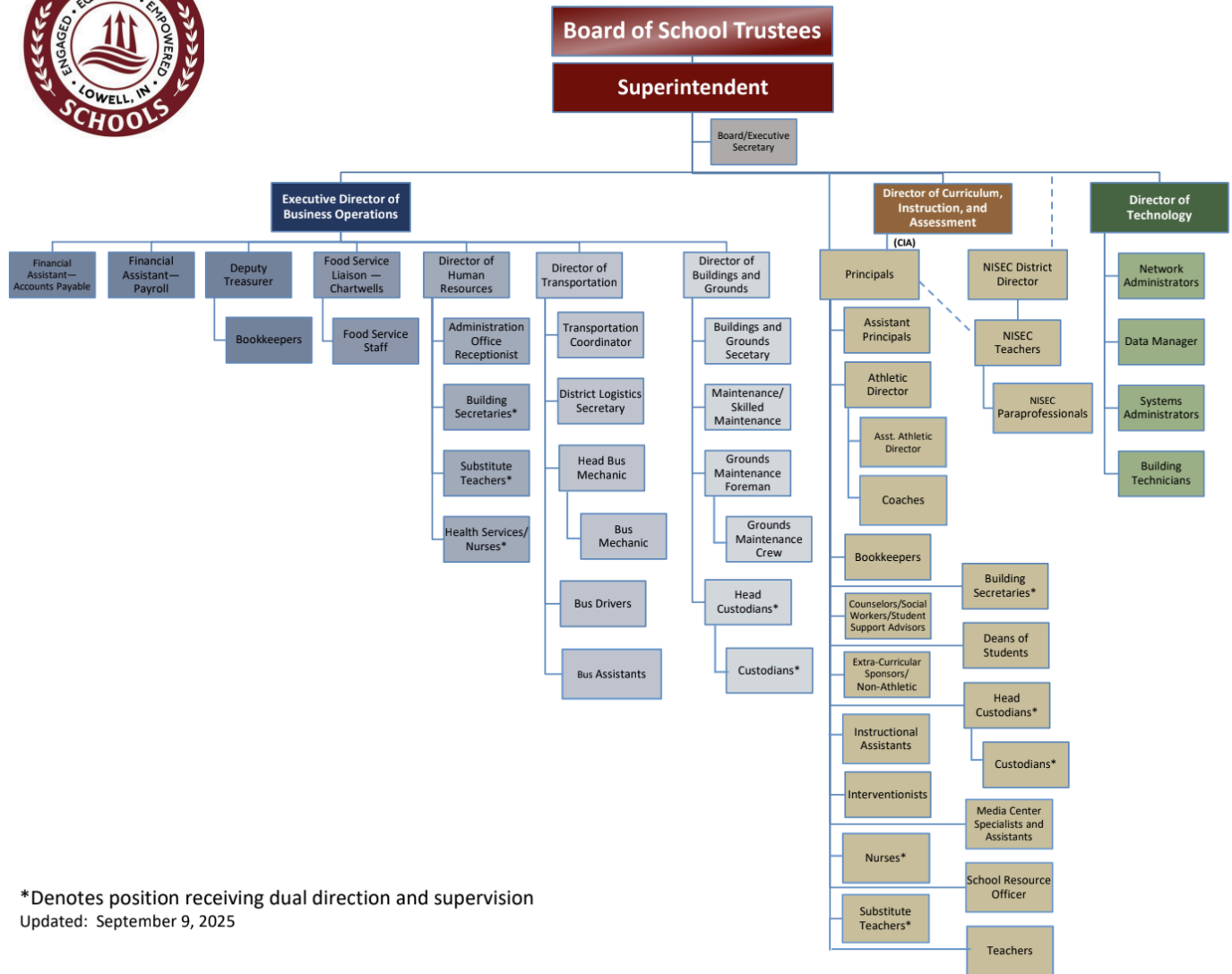
COMPLAINTS AND GRIEVANCES

Complaints. Issues and concerns should be addressed at the lowest level possible according to the Organizational Chart. Unresolved issues should follow the next level of protocol until reaching the level of superintendent. Once at the superintendent level, neither the board as a whole, nor any individual member will entertain or consider communications or complaints from staff, parents, or patrons, until they have first been referred to the superintendent. Only in those cases where satisfactory adjustment cannot be made by the superintendent shall communications and complaints be referred to the board through the superintendent.

Grievances. For issues and concerns of claim pertaining to the **contract between the Tri-Creek School Corporation and the Tri-Creek Teachers' Organization**, refer to the process information provided under ARTICLE II of the active contract.



ORGANIZATIONAL CHART



COMPUTERS, NETWORKS, THE INTERNET, AND THE RESPONSIBLE USE POLICY (RUP)

Tri-Creek School Corporation adheres to a set of Internet and computer use rules known as the Responsible Use Policy (RUP). It is a complete set of rules, policies, hints, and guidelines designed to help maintain successful instructional use of computers in school and at home. Faculty are responsible to know, understand, and follow the RUP, and must require students to do so as well.

The complete RUP is available on the Tri-Creek School Corporation website.

COPYRIGHT LAW

The federal copyright law, Title 17, United States Code, Public Law 94-553, 90 Stat. 2541 covers all forms of expression that are put down in some type of concrete form. The U.S. copyright law confers the following five rights on the creator of a copyrighted work (written or electronic):

- Adaptation or creation of derivative works;
- Reproduction (making copies);
- Distribution of copies by sale, gift, rental, lease, or lending;
- Public performance of the work; and
- Public display.

*Showing videos to a group of children constitutes a “public performance” and is typically illegal. However, the following fair use guidelines give latitude to teachers within the parameters explained below.

Educational Exemption. The Educational Exemption, also called the “face-to-face teaching exemption,” is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie to be considered an “Educational Exemption,” all of the following criteria must be met:

1. A teacher or instructor is present.
2. The showing takes place in a classroom setting with only the enrolled students attending.
3. The movie is used as an essential part of the required curriculum being taught. (The instructor should be able to prove how the use of the motion picture contributes to the overall required course study and syllabus.)
4. The recording was legally obtained.

In other words, teachers may use videos, including commercially produced movies, if all four of these conditions are met.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Organizational structure. The superintendent, along with the director of curriculum, instruction, and assessment (CIA), establishes the philosophical approach to teaching and learning based on the school district’s strategic plan and directives from the Indiana Department of Education. The CIA director oversees and provides direction for building administrators as well as the CIA learning coordinators.

Professional Learning Communities. Teachers are expected to actively participate as a contributing member of established multitiered systems of support within the PLC model for groups created by building administration.

Instructional Assistants. Teachers shall provide direction for assistants to accomplish tasks and duties that propels student learning rather than simple task completion.

Student Make-Up Work. Students and parents should access CANVAS and/or contact each classroom teacher regarding assignments that need to be completed when absent from school. Students are expected to make up all school work missed. As a guideline, students will be allowed one day to make up work for each day absent.

Professional development. The guiding principle of Continuous Improvement embraces the concept of building capacity and responding to an ever-changing society. Tri-Creek Schools endeavors to achieve quality professional development through thorough vetting of consultants, programs, and materials with a delivery model of in-district professional development. Teachers and staff who have

standalone content will be afforded professional development that may be achieved outside of the school district, depending on the professional development and alignment with the district's strategic plan.

Tri-Creek standards for teaching and learning. The research of Charlotte Danielson is well-respected and utilized by many high-performing schools. This research evolved into the creation of **The Framework for Teaching** and is the guide used for achieving a quality education for students as well as for optimal professional practice for certified teaching staff in the Tri-Creek School Corporation.

Teacher lesson plans. Lesson planning is of the most basic and fundamental requirements for quality teaching. The following template (provided by Montana University) is a thorough model for developing lesson plans. While this model is not required for daily lesson planning, *the bare minimum requirement for all teachers is to have an advanced written plan that identifies: 1) the learning objective(s) for each class period, and; 2) how learning will be assessed during that class period.* Grade 2-12 teachers shall utilize CANVAS for daily posting of student assignments aligned with the learning objective and the assessment of learning.

Class:	Date:
Unit:	Lesson Title:
Content Standard Lesson Alignment:	
Lesson Objectives/Instructional Outcomes: (Framework Domain 1c: Setting Instructional Goals) Outline the concept, knowledge, skill, or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.	
Relationship to Unit Structure: (Framework Domain 1e: Designing Coherent Instruction) How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?	
Instructional Materials/Resources: (Framework Domain 1d: Demonstrating Knowledge of Resources) List all materials and resources required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, technology equipment, science equipment or supplies, art materials or equipment.	
Methods and Instructional Strategies (Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)	
Anticipated Student Misconceptions:	
Concept Prerequisites: List all key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.	
Introduction Anticipatory Set:	
Instructional Activities: Includes questions, questioning techniques, grouping strategies, pedagogical approaches.	
Wrap Up Synthesis/Closure:	
Differentiation According to Student Needs: (Framework Domain 1b: Demonstrating Knowledge of Students) Address diverse student needs, including students with an IEP or 504, cultural or linguistic needs.	
Assessment (Formative and Summative): (Framework Domain 1f: Assessing Student Learning) May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if	

available submitted along with the lesson plan as attachments.

Progress and Grade Reporting. Skyward is the official electronic platform for recording grades and reporting student progress. Kindergarten and first grade teachers will submit grades at the end of the grading period in Skyward. Grade 2-12 teachers are required to enter grades at least every two (2) weeks in Canvas. These grades will be transferred to Skyward for progress reports and report cards at the end of each grading period. Entering grades more frequently is highly recommended to keep parents well informed. Grade reporting processes and procedures for all levels are outlined below.

Progress Reports. All parents will receive an email to log in to the student management system to review student progress.

Report Cards. Report cards will be issued at the end of all nine-week grading periods based on the school calendar designated dates. Parents can access report cards via the Skyward Parent Portal.

ELEMENTARY (Grades K-4) REPORT CARDS

The grading scale for all subject areas will be reported as follows:

Exceeding Expectations (EE)	In addition to meeting expectations, the student consistently demonstrates evidence of higher level thinking.
Meeting Expectations (ME)	Consistently grasps and applies key concepts, processes, and skills. Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.
Approaching Expectations (AE)	Beginning to grasp and apply key concepts, processes, and skills. Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.
Needing Support (NS)	Not yet grasping key concepts, processes, and essential skills. Area of concern that requires support. Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.

INTERMEDIATE (Grades 5-6) REPORT CARDS

The grading scale for core subject areas of Social Studies, Science, Math, and English Language Arts is: 90% - 100% = A; 80% - 89% = B; 70% - 79% = C; 60% - 69% = D; 59% = F.

Students will receive grades of a Pass (P) or Fail (F) in the classes of music, art, PE, library, and STEM.

MIDDLE AND HIGH SCHOOL (Grades 7-12) REPORT CARDS

The grading scale for all subjects is: 90% - 100% = A; 80% - 89% = B; 70% - 79% = C; 60% - 69% = D; 59% = F.

Parent/Guardian Request. When students are struggling, parents/guardians may request additional information by contacting the teacher or principal.

CLASSROOM MANAGEMENT

Learning Environment. The relationship between the district's staff and students must be one of cooperation, understanding, and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform at capacity.

Staff members should strive to secure individual and group discipline and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided.

Student discipline procedures are unique to each building and should be followed as per building administration. Refer to the **Tri-Creek School Corporation Student-Parent Handbook**.

Pledge of Allegiance. State and federal law require that there be a procedure in each classroom to allow for reciting the Pledge of Allegiance. The law also requires a moment of silence. The Tri-Creek schools will provide a ten-second moment of silence for reflection at the beginning of each school day.

Seclusion and Physical Restraint of Students. The purpose of Seclusion and Physical Restraint is to ensure that all students and staff are safe in school. Behavioral interventions are designed to ensure a student's right to be treated with dignity and respect, and to be free from abuse. Refer to Board Policy 5630.01 - *USE OF SECLUSION AND RESTRAINT WITH STUDENTS*.

Student Supervision. Students should not be left unattended. The teacher is to remain with students in the classroom at all times. Failure to do so is neglect of duty. If for any reason it is necessary to leave the room, ask an adult colleague to supervise the class. Do not leave students under the guidance of a volunteer.

Taking Student Attendance. Teachers shall record accurate attendance of rostered students.

Substitute Folder. All teachers need to maintain a current substitute folder. The folder shall be visible and accessible at all times on each teacher's primary workstation/desk.

- A. How to access lesson plans;
- B. Individual teacher's schedule for regular, 2-hour delay, and early dismissal days;
- C. Class rosters, seating charts, and attendance procedures;
- D. Special instructions on students;
- E. IEP/504 accommodations/behavior plans as applicable;
- F. Information of supervision responsibilities;
- G. Medical instructions on specific students;
- H. Student/class discipline information; and
- I. Information on responsibilities and classroom-specific procedures for armed intruder, earthquake, fire, holds, tornado drills/incidences; where to find emergency buckets.

DIRECTORY INFORMATION

Consent Form - Agrees to Electronic Mediums and Print Publications
Directory Information Release Information

The Family Educational Rights and Privacy Act ensures that sensitive information about students is kept confidential. The law specifies, however, that certain non-sensitive “Directory Information” may be released for any purpose at the discretion of the school corporation, with notification of intent.

If you do not want Tri-Creek School Corporation to disclose directory information from your child’s educational records, you must obtain the appropriate form from your child’s school and complete and return it to your child’s school within 14 days of enrollment. Otherwise, by signing this form, you are giving your consent to Tri-Creek School Corporation to disclose directory information from your child’s educational records. Tri-Creek School Corporation has designated the following as directory information:

- Student’s name, age, and grade level
- Student photograph
- Honors and awards
- Participation information in officially recognized activities
- Dates of attendance
- Enrollment status

Furthermore, by agreeing to this form, you are agreeing to release the above information to electronic mediums (internet and broadcast) and print publications, such as:

- district website, district videos, podcasts, and interviews with local media for broadcasts such as TV or radio
- news releases to local media and interviews with local media
- yearbooks or student newspapers, printed programs for extracurricular activities, and district publications

Please consult the high school and middle school handbooks for directory information on sports programs and requests from military recruiters.

This information will remain in your child’s file for the duration of the school year. Should you wish to withdraw permission, please notify your child’s principal in writing.

DRESS CODE

Attire reflects the degree of professionalism of not only certified staff members, but also the image of the school district. Faculty should adhere to the following guidelines:

Professional Events. Examples include parent conferences, banquets, open houses. Pants consisting of non-jean/legging material; skirts/dresses; nice tops/collared shirts/blouses; minimum of business casual footwear.

Student School Days. A minimum of business casual appropriate to designated role. Jeans (no holes, heavily worn/faded) may be worn with nice tops/collared shirts/blouses.

Non-Student Workdays/No Public Interaction. Casual attire permitted, given modest parameters applied to a work environment and established tasks.

EVALUATIONS

Teachers shall be evaluated annually according to the **Certified Evaluation Plan** posted on the Tri-Creek School Corporation website for certified staff on a teacher's contract.

EXCUSING STUDENTS FROM CLASS

Since learning is optimized with regular attendance, students should only be excused from class when situations warrant such as a visit to the nurse or restroom cannot wait until the passing period. If a student is being sent to the nurse with a non-emergency, but elevated medical condition or concern (e.g., dizziness), the student should be accompanied by a teacher's designee, preferably an adult.

EXTRACURRICULAR ACTIVITIES

Whether a facilitator, spectator, or attending for student support, faculty are highly encouraged to be involved in extracurricular activities to interact with parents, support students, and foster a greater sense of community.

Student clubs and organizations will be granted the privilege of sponsoring events throughout the year. Club or organization sponsors are responsible for making certain that all the arrangements for the event have been made. They must provide the chaperones, arrange for any monetary transactions, provide music, coordinate sound systems, etc.... Teachers should keep a close check on the school calendar for scheduled events requiring their participation. Do not hesitate to fully involve the students since these events are for their benefit. All student activities should conclude by 11:00 p.m.

FACULTY MEETINGS

Faculty meetings will be held at the discretion of each building principal.

FUNDRAISING AND PURCHASE ORDERS

Fundraising. All sales and fundraising activity must adhere to the established **fundraising policies and guidelines**.

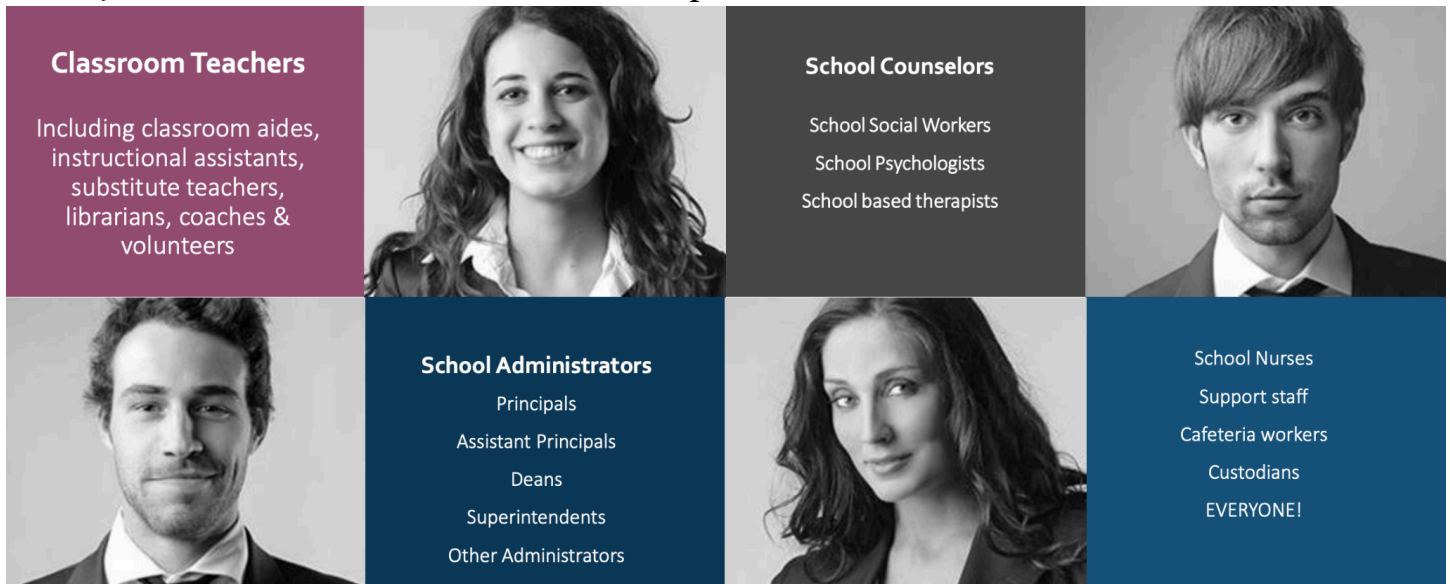
Handling of money. All money for school projects, study trips, fundraisers, and other activities shall be collected, counted, and recorded on the prescribed State Board of Accounts Form SA-8 (Summary Collection Form) and turned in to the ECA treasurer before the end of each day. Do not leave money unsecured at any time.

Purchase Orders. A Tri-Creek School Corporation purchase order is prescribed by the State Board of Accounts for placing of orders for school supplies, materials, goods, and equipment. Consult with the building administration for purchase needs. Teachers and staff are not to violate the purchase order process by purchasing merchandise without established prior approval and then submitting an invoice for reimbursement.

MANDATED REPORTING

Who has a duty to report? All personnel have an individual obligation to report that cannot be satisfied by reporting to someone else within the institution, school, facility, or agency. I.C. § 31-33-5-2 provides that a report may be written or oral and that it may be made either to the Indiana Department of Child Services (DCS) or to a law enforcement agency.

- 1-800-800-5556 is the DCS toll-free hotline that accepts reports of child abuse or neglect 24 hours a day.
- DCS allows these reports to be made anonymously.
- 9-1-1 is the universal number to make a report to local law enforcement.



WHEN to make a report?

Situations that trigger the reporting obligation are broad and include numerous situations. Some examples are:

- The child's physical or mental condition or health is seriously impaired or seriously endangered because the child's parent, guardian, or custodian is failing to provide the child with necessary food, clothing, shelter, medical care, education, or supervision.
- The child is a victim of human or sexual trafficking.
- The child's parent, guardian, or custodian allows the child to participate in an obscene performance or to commit a sex offense.
- The child is a victim of any crime committed by or permitted by a parent or guardian, including but not limited to battery; sex crimes (including rape, child molestation, child exploitation, child seduction, sexual battery, and sexual misconduct with a minor); homicide; robbery; kidnapping; confinement.
- Exposure to situations of drug abuse within the home, domestic abuse within the home, or other criminal activity.

MEDICATIONS FOR STUDENTS

1. No medication shall be given or dispensed unless the nurse's office has on file medication authorization signed by a doctor and the student's parent/guardian. For prescription medication, the physician's name, prescription number, and directions to dispense must also be provided. Without such statements, it will be necessary for the parent/guardian to bring the medication to school and administer it.
2. Teachers and assistants should not dispense medication to students unless they have been trained to do so by the school nurse.
3. Any medications kept on the school premises are the responsibility of the building principal. Medications will be kept in a locked cabinet in the nurse's office. Students should never have access to cabinets in the nurse's office without immediate adult supervision.
4. No medication (except for authorized inhalers and Epi-pens) may be transported to or from any school by students riding Tri-Creek buses.
5. At the end of the school year, all unused medications shall be returned to parents/guardians. Any medications left at the school shall be transported in a safe container and relinquished to the head nurse at Oak Hill Elementary School for appropriate disposal.

NON-DISCRIMINATION POLICY

It is the policy of Tri-Creek School Corporation not to discriminate on the basis of age, race, color, national origin, ancestry, religion, creed, size, sex, or handicap in its educational programs or employment policies as required by the Indiana Civil Rights Acts, IC 22-9-1, IC 20-8.1-2, Title VI and VII of the Civil Rights Act of 1964, The Equal Pay Act of 1973, Title IX (1972 Educational Amendments), and Section 504 of the Rehabilitation Act of 1973.

Inquiries regarding compliance should be directed to: Dana Bogathy, Executive Director of Business Services Tri-Creek School Corporation 2055 East Commercial Avenue Lowell, Indiana 46356	Inquiries regarding Section 504 should be directed to: Annemarie Moen, Director of Human Resources Tri-Creek School Corporation 2055 East Commercial Avenue Lowell, Indiana 46356 or: Office for Civil Rights U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202-1100
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TECHNOLOGY

Passwords and Cybersecurity. Staff are expected to keep all passwords to district websites and services secure. Annual cybersecurity training, including phishing training, will be provided to staff to help with identifying and avoiding scams and dangerous situations.

All staff will be required to utilize available security methods, including strong passwords and two-factor authentication, in order to secure accounts. A robust two-factor authentication program may utilize staff personal devices to confirm identity and receipt of codes/authentication prompts. Staff may elect to not enroll a personal device in two-factor authentication but will be required to utilize other district-approved secure methods to ensure compliance with security protocols.

Tech Work Orders. Technology-related problems are to be reported via “incidentIQ”. Go to the Tri-Creek Schools homepage. Scroll down to the bottom. Select Staff. Select Submit a Technology Support Request. Sign in with Google. Choose a Tri-Creek Google account.

SCHOOL PICTURES

Building a sense of community is fundamental in successful organizations. All staff are expected to get their picture taken on school picture days. These photos will be used for directory information, school ID cards, and email profile pictures.

SCHOOL SAFETY

The superintendent’s designee for safety and security will lead the implementation of systems, training, and guidance on school safety.

Armed Intruder. The Tri-Creek protocol for armed intruder situations is the Three Outs: Get Out, Lock Out, Take Out. The Three Outs model is based on the premise that circumstances always vary – even within the same room. The model is fluid. If you immediately come face-to-face with an attacker, you will need to fight. If you are not sure the building is clear, it is better to lock down a room and lay low until there is an all clear. “Get Out” may not mean leaving the building. It may simply be fleeing a dangerous open space for a room that can be secured.

Classroom Doors Always Locked. All classroom doors shall remain closed and locked during the school day, except when they are held open but supervised during passing periods. Refrain from propping open or unlocking exterior doors.

Drills and Training. Staff members are expected to know and follow all of the established safety protocols. Be sure to pay attention to information, seek clarification as necessary, and be an active participant in training sessions.

Earthquake. In the event of an earthquake, staff should lead students in the Drop, Cover, and Hold On procedure, stay away from hazards, and remain calm. Afterwards, they should assess injuries, take attendance, and follow evacuation procedures if necessary.

Fire. In the event of a fire or fire drill, staff must calmly lead students out of the building using the designated evacuation route that is posted in each room. Should an evacuation route be impassable, utilize the next nearest exit. Staff should also survey the interior of the building looking for anything suspicious, reflective of fire, or safety. Staff present in a common area at the time of the alarm should scan the area for students and immediately escort them out of the building at the nearest door. Attendance and rostering will be completed utilizing CrisisGo once outside the building.

Holds. Hold in your room or area, clear the halls. There are situations that require students and staff to remain in their classrooms or stay out of access areas. When a hold is called, students should clear the halls and remain in the classroom for the duration of the hold, even if there is a scheduled passing period. Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room. Staff should account for all students and report

any missing students to the office. Business may then continue as usual inside the classroom until the all clear is announced.

Safety Communications. CrisisGo is the application used to alert of life-threatening situations, in addition to fire alarms, text messages, email, phone calls, and use of the public address system within each school.

Secure. Get inside and lock outside doors. The Secure Action is called when there is a threat or hazard outside of the school building. Any classes outside the building should immediately return indoors. There may be occasions when students expect to be able to leave the building - end of classes, parent pick-up, etc. Depending on the condition, this may have to be delayed until the area is safe. No one shall be allowed to leave the building during this time. Staff should increase situational awareness and ensure that all students are inside and accounted for. Business may continue as usual, including passing periods, during a secure period.

Shelter in Place. In the event of a shelter-in-place order for severe weather, such as a tornado or severe thunderstorm, staff should contain students to the designated safe areas away from windows and other potential hazards. Designated safe areas are posted in each classroom. Be mindful of the following information taken from the National Weather Service's Severe Weather Preparedness Guide for Schools:

- Interior, small rooms usually offer the best protections. Offices and restrooms are usually favored locations.
- Interior hallways are usually another good option, but avoid getting too close to outside door openings. If the hallway has glass doors at the end, it may not be a good choice. Hallways can also become a wind tunnel with dangerous debris flying through them. A hallway that zig-zags would be less likely to create a wind tunnel and should be relatively safer than a straight hallway.
- Avoid exterior classrooms or rooms with many windows.
- Avoid large span ceiling rooms like gymnasiums, auditoriums, and cafeterias; assume ceiling failure will occur.
- Avoid portable classrooms.

SEXUAL HARASSMENT

It is the policy of the Tri-Creek School Corporation to maintain a safe learning and working environment that is free from sexual harassment. It shall be a violation of this policy for any employee of the Tri-Creek School Corporation to harass another employee or student through conduct or communications of a sexual nature. It shall also be a violation of this policy for students to harass other students or school district employees through conduct or communication of a sexual nature. The use of the term "employee" also includes non-employees and volunteers who work subject to the control of school authorities.

SOCIAL MEDIA & PUBLIC RELATIONS

Social media provides an opportunity to enhance school and community communications. Official school platforms shall be the voices of the school district to the community. Staff are welcome to *share* postings. *When staff are communicating on their own personal social media pages,*

statements about Tri-Creek Schools that do not align with the district mission, vision, and guiding principles may not be expressed from an employee perspective.

SPECIAL EDUCATION

Special education services are available at Tri-Creek School Corporation through the Northwest Indiana Special Education Cooperative (NISEC). Services are available for students identified with special needs. Teachers who believe a student can be helped through these services should refer the student to the building Response to Intervention (RtI) team. Early identification of the need for special education is recommended. General education interventions and assessments should be utilized and documented prior to a request for special education evaluation. Response to Intervention (RtI) will assist in this process. Teachers are to begin the referral process when asked to do so by a parent.

STAFF RECOGNITION

Continual improvement lends itself to focus on areas of growth. High-performing organizations do well to identify systems flaws or needs while celebrating what is going well. Tri-Creek Schools has many dedicated, quality employees who not only do their jobs well, but also go above and beyond. Be sure to make a purposeful effort to genuinely and authentically recognize the people deserving of celebration.

STUDY TRIPS AND EXTRACURRICULAR TRIPS

Study trips provide an excellent opportunity for meaningful educational and social development. When students leave the confines of the school, however, different concerns for their safety and well-being come to light.

Extracurricular Trip Guidelines.

1. Have an accurate count of the students on each bus prior to departure.
2. Accepted rules of behavior for Tri-Creek students are in effect on board the buses.
3. Students riding buses to events must also return on the bus. Occasionally, however, parents/guardians will want to bring their child home with them. Parents/guardians must contact the trip sponsor personally before this is permitted and sign the transportation release form.
4. Trip sponsors should make certain all students are back on the bus before departing for home.
5. Trip sponsors are expected to supervise assigned Tri-Creek students during the event. This includes supervision on the bus.
6. Violators of any school rules or regulations at away events should be corrected on the spot by the trip sponsor. Names of students who violate rules should be turned into the office along with the nature of the violation.

Classes and clubs requesting authorization for educational or recreational study trips shall adhere to the following guidelines:

1. Study trip requests must be made at least two weeks in advance of the scheduled activity using **Student Transportation powered by Traversa**. Trips will be limited to two per class per year and should support district and state standards. The district allows only a limited number of buses out on any particular day. If you anticipate several requests for trips, such as plays or the symphony, please email requests to the Transportation Department.
2. No study trips will be approved during the last two weeks of school.
3. Tri-Creek School Corporation buses are available for study trips between 8:30 a.m. and 1:30 p.m.
4. The student-to-faculty chaperone ratio on study trips shall be no greater than 50:1. The total student-to-adult chaperone ratio (faculty and adult chaperones) shall be no greater than 25:1 (exclusive of bus drivers). For study trips that involve an overnight stay, the student-to-adult ratio shall be no greater than 5:1 with the number of male and female chaperones reflecting the ratio of male to female students. Non-faculty adult chaperones must be over 25 years of age, must present a current limited criminal history, and will be screened and approved by the administration. Preference will be given to parents of students on the trip.
5. The transportation modes in order of preference are (a) corporation school bus, (b) chartered bus, (c) other licensed public transportation. *Under no circumstances will students be allowed to drive cars transporting other students.*
6. An automated email will be sent to the team member(s) to verify that the study trip has been approved, and the buses have been scheduled. If you do not receive this verification, buses have not been scheduled to arrive at your building. Accommodations cannot be made to rectify this situation the morning of the study trip.
7. All study trip money should go through the school accounting. Pick up needed expense checks on the morning of the trip.
8. Be sure to indicate on the request form if there is a fee for chaperones. The teacher should calculate the cost and turn in the form to the principal or his/her designee. All transportation-related fees are to be included in the cost of the trip.
9. A list of the students participating in the study trip should be sent to all applicable faculty at least one week ahead of the study trip.
10. On the day of the study trip, after taking attendance, send the updated list from Skyward of students who are participating in the study trip to the transportation department. The teacher in charge should take a copy on the bus.
11. In the event of inclement weather and the study trip is canceled, the school does not assume responsibility for the refund of any fees associated with the study trip.
12. Review expected bus behavior with students and chaperones prior to boarding the bus. Seat chaperones evenly throughout the bus. Be prepared with directions to the destination and for special parking arrangements.

Overnight and Extended Study Trips. All requests for overnight or extended study trips by classes or clubs will be made to the principal or designee ***two (2) months prior to the trip***. Consideration will be given to the educational and developmental merits of the trip and the well-being of the students. Approval of the study trip, in part, depends on the availability of bus transportation. Final authorization is provided by the superintendent and Board of School Trustees.

1. The student-to-adult chaperone ratio shall be no greater than 5:1 with the number of male and female chaperones reflecting the ratio of male to female students.

2. Non-faculty adult chaperones must be over 25 years of age, must present a current limited criminal history, and will be screened and approved by the administration.
3. Student behavior expectations will be articulated in a behavior contract that will be signed by students and parents/guardians. The contract will define the consequences for inappropriate behaviors and the possibility of discipline procedures which the students might face when they return to school.
4. Students and parents/guardians will be informed in writing that the rules in the Tri-Creek School Corporation Student Handbook apply during overnight study trips.

Foreign-Travel Study Trips. All requests for foreign-travel study trips will be made to the principal or his/her designee ***one (1) year prior to the trip***. The written application must include the following information:

1. The destination;
2. The address and telephone number of the company that organizes/sponsors the trip;
3. Dates of the trip;
4. The name of the group that will be involved (class, club, etc.);
5. A tentative itinerary;
6. Cost to each student including what that cost covers;
7. List of faculty and pre-approved chaperones;
8. Approximate number of students who will participate;
9. A description of how the trip will complement class curriculum; and
10. If the trip is during school time, specify what class time will be missed.

Once the application has been approved by the principal or his/her designee, the above information will be sent to the superintendent and Board of School Trustees for approval. After the trip has been approved by the superintendent and Board of School Trustees, the trip sponsors will provide the following information to the principal and the superintendent no later than ***one (1) month prior to departure***:

1. Finalized itinerary;
2. An alphabetized list of students, permission slips, telephone tree, cell phone numbers, email addresses, and names and addresses of sponsors and chaperones;
3. A list of adaptations that have been made for students who have special needs;
4. Behavior contracts signed by students, parents/guardians, teachers, and chaperones;
5. Flight and other transportation numbers and departure and arrival times; and
6. Any other information requested or deemed necessary and important.

Parent/Guardian Permission. A parent/guardian-signed permission slip must be on file for each student participating. The slip is to include the following information:

1. The dates and times of departure and arrival;
2. The destination and specific mode of transportation;
3. The nature of the trip and the activities in which the student will be involved;
4. A statement indicating that the trip is not mandatory, and students participate in the activity at their own risk;
5. The portion of the trip to be paid by the student and by the organization or department;
6. A listing of any rules of behavior for the trip; and
7. Signature of parent/guardian.

The above information is to be contained on a form acceptable to the school corporation. For foreign-travel study trips, students and parents/guardians will sign permission slips for the trip to and from the airport.

General Guidelines. The student-to-adult chaperone ratio shall be no greater than 5:1 with the number of male and female chaperones reflecting the ratio of male to female students, if possible.

1. Non-faculty adult chaperones must be over 25 years of age, must present a current expanded criminal history, and will be screened and approved by the administration.
2. Student behavior expectations will be articulated in a behavior contract that will be signed by each student and his/her parents/guardians. The contract will define the consequences for inappropriate behaviors and the possibility of discipline procedures which the students might face when they return to school.
3. Students and parents/guardians will be informed in writing that the rules in the Tri-Creek School Corporation Student Handbook apply during foreign-travel study trips.

Participation. Students participating in study trips are limited to members in good standing for club-sponsored trips and students currently enrolled for class-sponsored trips. In all cases, students taking the trip must be in good standing in the school. Good standing is determined by the principal – see student handbook for additional information.

SUICIDE REFERRALS

If any Tri-Creek employee has reason to suspect that a student is planning to self-harm or is contemplating suicide, the employee shall immediately report the potentially suicidal student to a counselor or building administrator. If the report is made to a counselor, the counselor shall immediately inform the building administrator. If the principal is not in the building, another building principal or the Administration Center should be called. The following procedures shall apply after the report is made to a counselor or an administrator.

1. The counselor or administrator shall immediately question the student in a private setting about the following matters, at a minimum, to determine the seriousness of the threat. Parents/guardians must also be immediately notified.
 - Feelings of hopelessness and the length of time of such feelings;
 - Thoughts about killing himself/herself;
 - Self-mutilation;
 - Discuss the persistency and strength of the thoughts;
 - Determine whether any plans have been made for the suicide; and
 - Determine the details of the plan and whether any preliminary actions have been taken to carry out the plan.
2. The counselor or administrator shall collaborate with another counselor, administrator, teacher, or appropriate support personnel in determining the necessary sequence of steps in dealing with the possibility of a potential suicide. During this discussion a Lethality Assessment shall be completed to determine the potential risk to the student. The assessment can be found in the district's Crisis Plan.

3. Where there is reason to believe it is a life-threatening situation, the student must be told that the issue of confidentiality shall no longer apply. The counselor or administrator must also understand that the issue of confidentiality shall no longer apply.
4. **ANY POTENTIALLY SUICIDAL STUDENT MUST BE KEPT UNDER CONTINUOUS ADULT SUPERVISION. THE PARENT/GUARDIAN MUST BE NOTIFIED OF THE ASSESSMENT IMMEDIATELY. IF THE STUDENT SHOULD LEAVE, NOTIFY THE POLICE IMMEDIATELY.**
5. The student may be released only to a parent/guardian, law enforcement official, or emergency medical staff.
6. If you receive information about a potential suicide threat, and:
 - The suicidal student cannot be located because of absence from class or school, or
 - You receive the information outside of school hours, and do not know the location of the suicidal student:

NOTIFY THE PARENT/GUARDIAN IMMEDIATELY. IF THE PARENT/GUARDIAN CANNOT BE LOCATED, CONTACT THE POLICE IMMEDIATELY AND REQUEST THEIR ASSISTANCE IN LOCATING THE SUICIDAL STUDENT AND THE STUDENT'S PARENT/GUARDIAN.

7. Make the parent/guardian aware of the sources of help. Give the parent/guardian resource information about psychiatrists, psychologists, and hospital programs. Emphasize the need for outside, professional help in the matter.
8. The counselor or administrator shall follow up to ascertain whether some professional contact has been made to obtain help. Obtain permission from the parent/guardian for the professional to release information to the school.

SUPPLIES

Miscellaneous supplies such as tape, paper clips, file cards, staples, pens, markers, and folders are stored in the office for teacher use. Teachers may request that items not available in stock be ordered.

Please use discretion in taking supplies so that they will be available for all. Inform the secretary when supplies are diminished so she may have them replenished.

The school district has no obligation to reimburse teachers for supplies that they have acquired outside the purchase order process.

SYSTEMS FOR ORGANIZATION

Tri-Creek Schools utilizes Google calendars, Gmail, and personal cell phone information to conduct business communications. Google Meeting Planners, Google Chats, Attendance on Demand, email distribution lists, and shared Google Drives are the systems used for being organized, sharing, and accessing materials and information.

TELEPHONE AND VOICEMAIL

The telephones in the building are to be used for the necessary business of the school—primarily parent/guardian communication. Eight hundred (800) numbers may be dialed directly. No personal long-distance calls may be made from school corporation telephones. All messages will be forwarded to the voicemail system. Teachers are expected to respond to messages in a timely manner (within one workday) and to purge voicemail regularly.

TEMPORARY CHANGE OF CLASS LOCATION

If a teacher wishes to relocate a class, permission/notification must be obtained from an administrator. Classes are not to be dismissed at any time without administrative permission. Office staff should be informed of class relocation.

TEXTBOOK AND EQUIPMENT CHECKOUT AND DAMAGE

Checkout. All textbooks will be handled on a rental basis. Each teacher will be responsible for the storage, distribution, and return of textbooks. Procedures for these processes will be provided by the building principal or designee. At Lowell High School, only students on class lists and those who have completed the “drop/add” procedure are to be issued books.

Damage. Teachers are to encourage proper use and care of all textbooks and are asked to periodically examine students’ texts for damage or loss. In the case of damage, consult with the building bookkeeper.

TRANSPORTATION

1. In order for a student to alter his/her normal mode of transportation, the student must present a note from his/her parent/guardian. If the student does not present a parent/guardian note, he/she will be expected to follow his/her normal mode of transportation home.
2. All children may ride buses to and from school unless they are within walking distance.
3. Requests for students to ride a bus other than their regular one or to change bus stops should be referred to the office. Bus changes are rarely allowed and only if such a change affects the welfare or safety of a child. The principal will authorize and provide a bus change pass.
4. Students are not permitted to transport medication of any kind (except authorized inhalers and Epi-pens) on school buses.
5. Articles transported by students on school buses must be small enough to be kept on the student’s lap. Students are encouraged to keep items in backpacks or school bags. Student equipment may not be left at the front of the bus. *Glass articles, sharp objects, oversized articles, and live creatures may not be transported on school buses.*

VIDEO SURVEILLANCE

Tri-Creek Schools are equipped with video surveillance as a means to enhance the safety and security of facilities. Schools are public places and thus degrees of privacy are only guaranteed in restrooms, locker rooms/changing room areas. School administration has the absolute right to access the video surveillance system for any reason.

VISITORS

All visitors to the building are to check in and out at the main office, or if at Lowell High School with the attendance secretary. Visitors are not permitted access to any portion of the building without the permission of the office.

Invited guests. The community contains a wealth of experience, expertise, and knowledge which can be employed by the effective teacher. Invited guests should be more than welcome (in appropriate numbers) in the classroom.

1. Teachers planning to invite guests to the classroom should inform the principal or principal designee and obtain permission and a limited criminal background check.
2. Arrangements should be made to receive the guest in a warm and courteous fashion.
3. If a controversial issue is to be considered in the classroom setting, reasonable efforts will be made to see that all appropriate viewpoints are represented in a fair and reasonable fashion.
4. If any “high profile” persons are expected to visit the school, appropriate district-level administrative personnel should be advised.

VOLUNTEERS

Teachers are encouraged to use parent/guardian volunteers for non-instructional tasks. Limited criminal background checks must be completed prior to the volunteer's service. Please stress the need for confidentiality. The parent/guardian volunteer may not bring pre-school siblings. *Never* leave students in the care of a volunteer.

WITHDRAWAL OF STUDENT

1. Please notify the office if you become aware that a student is moving.
2. Send home any consumable items that were paid for by the student.
3. Lunch account balance should be refunded; lunch charges should be paid.
4. Check to see that all library books, computers, and other technology-related equipment have been returned.

WORKPLACE & PROFESSIONAL BEHAVIOR

The district's guiding principles are the behaviors and ways of thinking that guide day-to-day operations for students, staff, parents, board members, and community members. Authentic demonstration of these fundamentals will help to promote productivity, excellence, and harmony for all in the organization. All personnel are expected to internalize the vision, mission, and guiding principles—serving as the bedrock for how we approach the challenging work of education. When all

take this approach, others will follow in a manner that will enhance the culture of our school district.

Every certified staff member should demonstrate the interpersonal relationship skills that fosters being proactive, resolves issues with integrity, and moves forward the goals and initiatives of the district.

Conduct and Cooperation. Tri-Creek employees are expected to behave in a professional manner that enhances the reputation of the corporation. They are to treat people with respect, courtesy, and without harassment and are expected to comply with law and policy and to behave honestly and act with integrity, care, and diligence. Furthermore, employees are required to maintain confidentiality and to protect personal privacy and to use company resources properly and appropriately.



Personality Types. Knowing and understanding people's personalities helps to facilitate positive relationships.

Social and Emotional Learning. The Consortium for Academic, Social, and Emotional Learning (CASEL) has five standards, and they are not just for students, but rather, for everyone. Using the CASEL 5 of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making in your practice is key.

Workplace Civility. For any staff to be effective, a positive and supportive attitude must exist between its members. A staff member may express a point of view on relevant educational issues among the teaching staff, and no staff members shall suffer retribution or disciplinary action for input or feedback provided in a civil manner. It is important that communication is kept open and that problems are handled quickly and without disruption to the workflow.

Staff Conflict Resolution. If an employee has a problem with another, use appropriate problem-solving strategies and follow proper channels. Appropriate procedures for problem resolution follow.

1. Discuss the problem individually with the employee in question to seek amicable resolution.
2. If the problem is not resolved, explain the problem to your immediate supervisor and meet jointly with the employee to resolve the problem.
3. If this step is inappropriate or ineffective, present the problem to the appropriate administrator.

All employee groups need to work together consistently, collaboratively, and cooperatively with respect.

INTERACTIONS WITH STUDENTS

By default, faculty are trusted role models for students. Students naturally “look up to” and may be easily influenced by trusted role models. Caring, professional, and positive relationships with students is encouraged.

Misconduct relating to the health, safety, or well-being of a student. Staff should refrain from:

- (1) engaging in a pattern of flirtatious or otherwise inappropriate comments;

- (2) making any effort to gain unreasonable access to, and time alone with, any student with no discernible educational purpose;
- (3) engaging in any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conduct toward, or focus on a student;
- (4) telling explicit sexual jokes and stories;
- (5) making sexually related comments;
- (6) engaging in sexual kidding or teasing;
- (7) engaging in sexual innuendos or making comments with double entendre;
- (8) inappropriate physical touching;
- (9) using spoken, written, or any electronic communication to importune, invite, participate with, or entice a person to expose or touch the person's own or another person's intimate body parts or to observe the student's intimate body parts via any form of computer network or system, any social media platform, telephone network, or data network or by text message or instant messaging;
- (10) sexual advances or requests for sexual favors;
- (11) physical or romantic relationship, including but not limited to sexual intercourse or oral sexual intercourse;
- (12) discussion of one's personal romantic or sexual feelings or activities;
- (13) discussion, outside of a professional teaching or counseling context endorsed or required by an employing school district, of a student's romantic or sexual feelings or activities;
- (14) displaying, sharing, or transmitting pornographic or sexually explicit materials;
- (15) any physical contact that the student previously has indicated is unwelcome, unless such contact is professionally required, such as to teach a sport or other skill, or to protect the safety of the student or others;
- (16) other than for purposes of addressing student dress code violations or concerns, referencing the physical appearance or clothes of a student in a way that could be interpreted as sexual; and
- (17) self-disclosure or physical exposure of a sexual, romantic, or erotic nature.

STAFF AND STUDENT NON-FRATERNIZATION

The corporation expects all staff members to maintain the highest professional, moral, and ethical standards in their conduct with students. The relationships between staff and students must be conducive to an effective and safe learning environment. Staff are role models for students, whether on or off school property and both during and outside of school hours.

All corporation staff members are expected to accept responsibility for their conduct and to understand that their conduct may have legal consequences to the corporation and that even off-duty conduct may adversely affect the abilities of a staff member to effectively perform his/her job duties. Staff are expected to abide by a professional standard of conduct and model good citizenship for students, parents, and the community.

The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in an educational setting, and consistent with the educational mission of the schools. Even if a student participates willingly in an activity, prohibited interactions between staff and students regardless of the student's age are a violation of this policy.

Specifically, the corporation expects that its staff maintain appropriate professional relationships with students and be sensitive to the appearance of impropriety in their conduct with students. Staff

members are encouraged to discuss issues with their site administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Employees must understand that even an appearance of inappropriate relationships will adversely impact their effectiveness in the school environment. Therefore, employees must be diligent in maintaining the highest ethical standards when interacting with students both inside and outside the school environment and are strictly prohibited from forming non-professional relationships with students. This provision should not be construed as precluding a staff member from tutoring, or providing private lessons to a student but must be done under the supervision of the student's parent. This provision also should not be construed as precluding a staff member from associating with students in situations in which the employee has a social or family relationship with a student, such as a niece or a nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization.

If a student approaches a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc. the staff member may attempt to assist the student by facilitating contact with certified or licensed individuals in the corporation or community who specialize in the assessment, diagnosis, and treatment of the student's stated problem. Any staff member who determines that a student is in need of services shall report the matter to appropriate authorities. However, under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior, nor should any such staff member inappropriately disclose personally identifiable information concerning the student to third-party persons not specifically authorized by law.

Prohibited Conduct

Staff members are prohibited from engaging in any of the following conduct, regardless of whether the conduct occurs on or off school property or whether the conduct occurs during or outside of school hours. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed:

1. Engaging in any social relationships with students, including dating, flirting, sexual contact, inappropriate physical displays of affection, or sexually suggestive comments between staff and students;
2. Fostering, encouraging, or participating in emotional or social relationships with students through communication or gift-giving;
3. Initiating or continuing communications with students for reasons unrelated to any direct educational purpose, including oral or written communication; telephone calls; electronic communication such as texting, instant messaging, email, chat rooms, Facebook, or other social networking sites; webcams; or photographs;
(A single student communication is permitted when a school administrator receives the same message concurrently or if an emergency situation with an administrator being notified immediately after.)
4. Socializing with students outside of instructional time;
5. Providing alcohol or drugs (regardless of age) to students; and
6. Transporting students in a private vehicle.

The corporation's policies, regulations, and expectations regarding in-person communications at school and during the school day also apply to electronic communications for educational purposes, regardless of when those communications occur. Staff communications must be professional, and

student communications must be appropriate. Staff should not engage in peer-to-peer social relationships with students or former students within 24 months of the student's graduation. Violation of this policy may subject the employee to discipline, including termination of employment.

TRANSPORTATION BY PRIVATE VEHICLE

All Tri-Creek School Corporation employees are prohibited from transporting any student by private vehicle. Any employee found violating this policy assumes, to the fullest extent possible, all legal/financial responsibility and liability for any incident that occurs while or as a result of transporting a student in a private vehicle. The employee will also face disciplinary action for insubordination and violation of Board policy, up to and including termination of employment.

Exceptions to Policy

This prohibition does not apply to:

- A. a Tri-Creek School Corporation employee who is the student's parent, blood relative, or legal guardian; and
- B. emergency situations where the transportation of the student is needed and where school-provided or emergency transportation is not available. Employees providing emergency transportation must comply with the internal reporting requirements as explained in the Administrative Guideline to Board Policy 8660.
- C. the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. Employee should obtain parent permission and comply with the regular transportation procedures all parents follow in requesting to transport a student who is not their own child.

Limited Waiver of Policy

Any other Tri-Creek School Corporation employee can request a limited waiver of this policy based on special arrangements between the Tri-Creek School Corporation employee and the student or his/her parent or legal guardian. The waiver process is explained in the guidelines, which includes necessary forms.

The Board may withdraw the authorization of any private vehicle driver.

**GUIDELINES TO REQUEST LIMITED WAIVER OF
TRI-CREEK SCHOOL CORPORATION BOARD POLICY 8660
TRANSPORTATION BY PRIVATE VEHICLE**

This waiver is not requested and does not apply to short-term situations in which the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. Employee should obtain parent permission and comply with the regular transportation procedures all parents follow in requesting to transport a student who is not their own child.

Any Tri-Creek School Corporation employee who seeks a limited waiver of Board Policy 8660 must submit the following documents to either the building principal (if the employee works in a district school) or the principal supervisor (if the employee is a principal or does not work in a school building):

- the completed Employee's Request for Limited Waiver of Tri-Creek School Corporation Board Policy 8660; and
- the completed and signed Parent or Legal Guardian's Acknowledgement and Release.

If the building principal or principal supervisor grants the requested waiver, it does not become effective until the building principal or principal supervisor has approved the request, in writing, and signed the approval. The building principal or principal supervisor will provide a copy of the approved request to the requesting employee.

**EMPLOYEE'S REQUEST FOR LIMITED WAIVER OF
TRI-CREEK SCHOOL CORPORATION BOARD POLICY 8660**

I _____ (Tri-Creek School Corporation Employee)
have the following special relationship with _____ (Tri-Creek School
Corporation Parent or Legal Guardian) and his/her child _____ (Tri-Creek School
Corporation student).

No person shall be permitted to transport students who is not the holder of automobile liability and person injury insurance in the amount not less than \$100,000 per person and \$300,000 each accident for Bodily Injury and \$100,000 each accident for Property Damage. A single limit of \$300,000 for Bodily Injury and Property Damage combined is also permissible.

☐ Documents regarding insurance are attached.

Describe the relationship/circumstances:

As a result of this special relationship, the parent or legal guardian authorizes me to take responsibility for the student, including transporting him/her in my private vehicle. I request that Tri-Creek School Corporation, in reliance on the Parent or Legal Guardian's Acknowledgement and Release, which follows, waive Board Policy 8660 insofar as it prohibits me from transporting the student in my private vehicle:

- Full School Year (expires June 30, _____)
- Specific Date(s): _____

Printed Name of Employee

Signature of Employee

Date

The foregoing Request for Limited Waiver of Tri-Creek School Corporation Board Policy 8660

☐ is APPROVED

☐ is NOT APPROVED

Principal or Principal Supervisor

Date

PARENT OR LEGAL GUARDIAN'S ACKNOWLEDGEMENT AND RELEASE

My child _____ (Child's Name) is a Tri-Creek School Corporation student.

_____. ("Designee") is my _____.
(describe relationship, e.g., close friend, neighbor, after-school caregiver)

Because of this relationship, I ask that Designee at various times to take responsibility for my child, including supervising and transporting him/her in Designee's private vehicle. In doing so, Designee is acting on my behalf and as my representative and not as the agent or representative of Tri-Creek School Corporation or any other party. I have checked the appropriate box below to indicate whether Designee has authority to transport my child on a specific date or dates or for the duration of the academic year.

In consideration for Tri-Creek School Corporation's reliance on the foregoing representations, I, on behalf of myself and my child and, if applicable, my child's other parent or legal guardian, voluntarily release and agree not to sue Tri-Creek School Corporation and its representatives from any and all liability and all claims for injury, loss, or damages, including costs and attorneys' fees, resulting from Designee's supervising, transporting, or otherwise taking responsibility for my child. I voluntarily agree to indemnify and hold harmless Tri-Creek School Corporation and its representatives for any claims or expenses, including costs and attorneys' fees, made against it by or on behalf of my child or any other party, including myself, in connection with Designee's supervising, transporting, or otherwise taking responsibility for my child. I understand this waiver and indemnification is meant to address all risks of any kind associated with supervision of, transportation of, or otherwise taking responsibility for my child by Designee including, but not limited to, risks created by negligence, omission, actions or inactions of any kind, or other misconduct. I assume all risks, known and unknown, foreseeable and unforeseeable, in any way connected with supervision of, transportation of, or responsibility for my child by Designee and accept personal responsibility for any liability, injury, loss, or damage in any way connected with the same.

If I am not the sole parent or guardian of my child, I warrant that I have been authorized by my child's other parent or other legal guardian to execute this release and indemnification agreement on behalf of my child's other parent or legal guardian.

- Full School Year (expires June 30, _____)
- Specific Date(s): _____

Printed Parent/Legal Guardian Name

Signature of Parent/Legal Guardian

Date