

**SOUTH GROVE INTERMEDIATE SCHOOL STAFF
2020-2021 Office Staff**

**Gina Kuntz Fleming, Principal
Lin Pugh, Assistant Principal
Nathan Long, Behavior Coach
Melody Hamilton, Treasurer/Secretary**

**Heather Brown, Office Secretary
Melissa Keeley, Home/School Advisor
Morgan Bastin, Counselor
Erica Mimms, Nurse**

4th Grade Staff

Teacher	Room #	Subject
Allison Murphy	101	ELA
Amanda Norton	102	Science/SS
Jillian Dale	103	Math
Bridget Young	104	Math
Dee Dee Horen	105	ELA
Kristin Raker	106	Science/SS
Gena Sayers	108	ELA
Krista Powell	139	Math
Melinda Case	141	Science/SS

5th Grade Staff

Teacher	Room #	Subject
Tammie Truman	109	Math
Jennifer Cole	110	ELA
Caralee Evans	111	Science/SS
Tausha Cornett	112	Science/SS
Nancy Wilson	113	ELA
Marlena Rainey	114	Math

Brent Booher	133	Science/SS
Sara Lauerman	135	Math
Stephenie Hodge	137	ELA

6th Grade Staff

Teacher	Room #	Subject
Lisa Bair	115	Science/SS
Taylor Johnson	117	ELA
Josh Conley	118	Math
Alisha Wood	119	ELA
Jess Gaines	120	Science/SS
Courtney Lusk	121	Math
Judy Ray	122	Math
Beth Walker	123	Science/SS
Carrie Trusler	125	ELA

Related Arts Staff

Teacher	Subject
Kelly Agee	Wellness
Addie Alkire	Music
Veronica Justice	Art
Tony Matthews	PE
Diana Stewart	Computers
Chad Barton	6th Grade Choir
Josh Goodman	6th Grade Band

Exceptional Learners Staff

Teacher	Grade	Assistant
Trisha Ramey	4th	Amanda Harper
Elizabeth Schmoll	5th	Shelby Keeley
Alyssa Immel	6th	Marsha McKinney (until Library is open)
Jaclyn Kocher	LRE 51	Madi Shockley
Marjorie Hessler	CARES/E-Learning	Colleen Conaway
(Vacant)	ISS Coordinator	
Kate Richards	Speech	
Trace Benedict	School Psychologist	
Jessica Binhack	Behavior Interventionist	
Shelby Gruner	Occupational Therapy	
Kelly Lloyd	TBI/BLV	
Joanne Soller	Deaf/Hard of Hearing	

Support Staff

Teacher	Area of Support
Laura Collins	Title 1/ELL
Stacy Johnson	Title 1/PBIS Coordinator
Ellen Collinworth	Technology Integration Specialist
Mike Martin	5 Star Technician
Marsha McKinney	Librarian
Josephine Brewington	Building Level Teaching Assistant

Adult and Child Services Staff

Kate Carpenter	Therapist
Holly Plybon	Therapist
Lauren Bigelow	Skills Development Specialist
Emma Feick	Skills Development Specialist
Holly Garretson	Skills Development Specialist

Cafeteria Staff

Sarah Wall	Lead Cook
Jean Kent	Cashier

Custodial Staff

Kathy Cerna	Lead Day Custodian (Late)
Sabrina Sanders	Day Custodian (Early)

Athletic Staff

Coach	Assistant	Sport
Krista Powell	Monica Eloph	Girls Basketball
Mark Metzler	Greg Combs	Boys Basketball

DUTY AND SUPERVISION SCHEDULES

General Supervision Responsibilities

Supervision by teachers is a primary function for good school organization and operation. Each teacher should assume a non-instructional supervision assignment with the same dedication as a classroom assignment.

Morning Hallway Supervision

All teachers without a specific morning duty should stand in the hallway just outside their classroom door at 8:00 A.M. These teachers will be responsible for monitoring all students who are moving through the hallways.

Afternoon Hallway Supervision

All teachers without a specific afternoon duty should help monitor all students who are moving through the hallways at dismissal between 3:10-3:20.

Morning Cafeteria Supervision: Josephine Brewington, Amanda Harper, Shelby Keeley, Marsha McKinney, and other staff to be determined.

SPED Bus Supervision: Madi Shockley and Colleen Conaway

All should report at 7:45 am and strategically space themselves throughout the cafeteria to effectively monitor student behavior. When students leave the cafeteria at 8:00, cafeteria supervision will assist in bus dismissal.

Lunch Supervision:

Time	Supervision Staff	Grade	Floaters
11:05-11:40	Nathan Long, Amanda Harper	4th	Colleen Conaway; other IA's TBD
11:55-12:25	Nathan Long, Shelby Keeley	5th	
12:35-1:05	Nathon Long, Marsha McKinney	6th	

Cafeteria Supervision Expectations

- Show up everyday on time and do not leave early
- Do not send students to the office except for a fight per Mr. Long's direction
- Handle discipline with nose to wall or moving tables
- No reassigning your lunch duty without notifying Gina, Lin, or Nathan
- Do not use personal cell phone when students are present unless contacting the office

Morning Bus Supervision

	1st 9 wks	2nd 9 wks	3rd 9 wks	4th 9 wks
Radio to Buses @10N	T. Matthews	T. Matthews	TBD	TBD
Inside 10N	B. Walker	B. Walker	TBD	TBD
Sidewalk @ 9N	Pugh	Pugh	TBD	TBD
Corner @ 9N	M. Case	K. Raker	TBD	TBD

Top of Hamster Hallway	J. Conley	A. Wood	TBD	TBD
Cafeteria - Outside	A. Harper	A. Harper	TBD	TBD
Cafeteria - Inside	J. Brewington, S. Keeley, M. McKinney		TBD	TBD

- Radio to Buses: Assigned outside the building to supervise students as they depart from the buses. They will need a radio to communicate with the drivers to dismiss. Students may enter the building in an orderly manner at 8:00 A.M. based on Mr. Pugh's direction.
- Sidewalk by Cafe: will stand outside on the sidewalk by the café door to monitor kids.
- Top of HH: will stand by the tunnel and supervise students as they enter the building. No students should go down the tunnel hallway. Check for gum and have them throw it away. They should also monitor the restrooms during morning entry time.

Teachers on morning bus duty should remain until all bus riders are in the building.

Morning Supervision of the Main Entrance

	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
Along sidewalk	M. Rainey	S. Lauerman	TBD	TBD

**Mr. Long will be out there to help as well.

Morning Supervision of the Stairs

	1 st 9 wks	2 nd 9 wks	3 rd 9 wks	4 th 9 wks
8:00	Agee	Agee	TBD	TBD

Morning Supervision of the Middle of the Hamster Hallway

8:00 V. Justice

Morning Supervision at the end of the Hamster Hallway by the staff restroom

8:00 Addie Alkire

SPED Bus Arrival: J. Kocher, M. Shockley, C. Conaway

Afternoon Car Rider Supervision (N. Long Outside)

	1 st 9 wks	2 nd 9 wks	3 rd 9 wks	4 th 9 wks
Café:	L. Collins/L. Bair/ T. Truman	L. Collins/J. Ray/ B. Booher	TBD	TBD

Outside Cafe Door: 1st semester: S. Johnson 2nd semester: TBD

- Stand Outside Cafe Door: will need a radio. They will go outside and call car rider names.

- Stand in Cafe: will be posted inside the cafeteria. They will be responsible for keeping students quiet while names are called. One person should be on the mic or have the radio to the mic.

Supervision should continue until all car riders have been picked up and walkers/bike riders have left school grounds.

Afternoon SPED Bus	J. Kocher, M. Shockley, C. Conaway	
Main Entrance Lobby	1st Semester: D. Stewart	2nd Semester: TBD
Stairs at Office	1st Semester: K. Agee	2nd Semester: TBD

Afternoon Bus Supervision (Pugh)

	1st 9 wks	2nd 9 wks	3rd 9 wks	4th 9 wks
Stand at last bus	T. Matthews	T. Matthews	TBD	TBD
Stand at midway	T. Ramey	T. Ramey	TBD	TBD
Stand at Atrium	E.Schmoll	E. Schmoll	TBD	TBD
Stand at Front bus	A. Immel	A. Immel	TBD	TBD
Outside Main Door	K. Richards	K. Richards	TBD	TBD

- Stand at last bus: will stand outside toward the end of the buses to signal that all students are loaded. (must have radio)
- Stand at midway: are assigned outside the building (just down from flag pole) to supervise students as they get on buses. They should be the first out of the building.
- Stand at Atrium: stands just inside of the building and signals that all students have exited the building and supervises the Boys/Girls Club students.
- Stand at front bus: supervises students getting on bus to middle school and other shuttle buses
- Outside main door: supervises students leaving building and helps keep students moving

Supervision should continue until all buses have left the parking lot.

Walkers and Bike riders

1st 9 wks	2nd 9 wks	3rd 9 wks	4th 9 wks
V. Justice/A. Alkire	V. Justice/A. Alkire	TBD	TBD

Teachers on this duty will monitor walkers/bike riders in the hamster hallway. Once all bus riders are out of the building, move around the corner by the nurse's office. Escort students to the cafeteria at 3:20..

Bus Dismissal Schedule and Location

Bus riders will be dismissed on a schedule, Group #1 and Group #2. Students are NOT allowed to leave the room until they are called for. Do not bring students into the hall to wait for your class to be called. Do not switch groups or times. Due to bus schedules we may not release until ALL buses are here.

Dismissal Time (M, Tu, Th, F)	Dismissal Time (Wed)	Room #	Exit Door
3:05	2:20	115, 117, 121	Cafeteria Exit
		110, 133, 137, 139	Office Exit
		101, 102, 103,	4th Grade Hall Exit
3:10	2:25	120, 122, 125	Cafeteria Exit
		109, 111, 112, 113	Office Exit
		104, 105, 108	4th Grade Hall Exit

E-Learning Homerooms teachers (106, 114, 118, 119, 123, 135, 141) will position themselves in their respective hallways to help facilitate student movement.

COMMITTEES

Safe Schools/ Crisis Management	Instructional Leadership Team
Brent Booher	Rita Bass
Gina Fleming	Jillian Dale
Melissa Keeley	Gina Fleming
Nathan Long	Stephenie Hodge
Lin Pugh	DeeDee Horen
	Lin Pugh
	Beth Walker

GEI/MTSS Team (Multi-Tiered Systems of Support Team)	
Laura Collins	Jaclyn Kocher
Gina Fleming	Lin Pugh
Marjorie Hessler	Trisha Ramey
Alyssa Immel	Kate Richards

Stacy Johnson	Elizabeth Schmoll
Melissa Keeley	Referring Teacher(s)

PBIS/Restorative Practices Team	
Stacy Johnson - SG PBIS Coordinator	Morgan Bastin
Gina Fleming	Jillian Dale
Lin Pugh	Sara Lauerman
Jessica Binhack - BGCS PBIS/RP	Alisha Wood
Missy Keeley	Veronica Justice

ALT=Administrative Leadership Team

Members: Rita Bass, Gina Fleming, Lin Pugh

This team meets once a week in order to use data to plan cluster meetings and PLCs. This team is responsible for the support of teachers and students at South Grove.

ILT= Instructional Leadership Team

Mentor teachers are chosen through a competitive, rigorous, performance-based selection process. Mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They take on additional responsibilities and authority. Mentor teachers are held to a different performance standard than the career teachers in their school, and are compensated accordingly.

Along with the principal, mentor teachers are part of the school's TAP Leadership Team and are responsible for setting specific annual student learning goals. They oversee all TAP activities aimed at meeting these goals including extensive group and individual coaching and support. Mentors, along with the principal, also conduct teacher observations and evaluations as part of the performance appraisal process. TAP provides training and certification services to prepare principals and mentors to conduct professional growth activities and teacher evaluations effectively. ILT members must get recertified each year in order to be qualified to do observations.

PST= Problem-Solving Team (previously known as “The Cabinet”)

In the past, a team met quarterly to discuss the daily operations of the school. Concerns were brought to the table and the team discussed solutions. An agenda was put out a week prior to the meeting with staff adding items up until the meeting. This team promoted shared leadership at South Grove Intermediate School.

Given that our principal is new to the building and **recognizes ALL team members to be problem solvers, consensus builders, and team players**, this year this process will look a bit different.

If a problem or issue arises, the concerned individual is to request a meeting with the principal. If it is not something that can be resolved quickly or that requires additional input, the following will occur:

- a. Gina will invite appropriate team members to the table for discussion, research, and/or problem solving with recommendations from the individual who brought the concern forward. The team may vary in size, depending on the scope of the issue.
- b. At least one solution or resolution will be put in place, as recommended by the team, with final approval of the principal.
- c. If the same problem continues or there seems to be no resolve:
 - i. The individual is encouraged to take the issue to one of their CTA representatives, with whom the principal meets monthly.
 - ii. The same group of team members may gather again or others may be brought in for consultation.
 - iii. From there, the CTA process will be employed.

GETTING STARTED

First Day of At-School Learning for Students – August 10, 2020

All 4th grade teachers will need to meet out by the buses. We will dismiss the 6th and 5th grade students first. 4th grade teachers need to bring class lists. We will call 4th grade students off the bus 1 class at a time. Assistants and related arts teachers need to be available in the cafeteria and bus entrance to help stray students get to class. All 5th and 6th grade teachers need to stand outside of their classrooms in order to greet students as they come down the hallways.

1. You will have a list of all students who have registered. Please take attendance on the paper form class roster and send it to the office in your basket for the first 3 days of school.
2. You will also need to do attendance online by 9:15 a.m.
3. Send baskets to the office with anything the student may bring that the office should have.
4. Go over with the students your classroom rules, expectations, and procedures. **Practice, Practice, Practice!**
5. Please send each student to lunch with their lunch number on a post it note.
6. Check with your students to make sure each knows on which bus they are to ride to and from school.

First Week of School (with students in the building)

1. Make sure you have reviewed the Student Handbook with all of your students.
2. Teach students hallway procedures.
 - a. Face forward
 - b. Silent--Voice level 0

- c. Walk
 - d. Keep hands, feet, and objects to yourself
3. Teach students restroom procedures
- a. Please stress that the restrooms are currently in great shape and that our custodial staff worked hard over the summer to insure that. Out of respect for these people, their classmates, and themselves, the restroom should never be in worse repair when they leave than when they arrive.
 - b. Procedures are as follows:
 - Keep the bathrooms clean.
 - No standing on stalls or slamming doors.
 - Respect the privacy of others.
 - No playing around.
 - No loitering or loud voices.
4. Review the procedures for the cafeteria.
- a. Students should come into the cafeteria quietly and line up as instructed by the cafeteria supervisors.
 - b. Each student will have a personal identification number that is given to the cashier at the end of the breakfast/lunch line. The same number stays with a student each year.
 - c. The Federal School Lunch Program specifies serving sizes. Scoops and pre-measured portions are designed to be in compliance with these serving sizes. Modified servings could be considered theft. Please help your students understand this before they come into the cafeteria.
 - d. No more than two students should sit on each round table bench, and no more than three students should sit on the long table bench.
 - e. Food should not be exchanged.
 - f. Carbonated beverages are not permitted in the cafeteria.
 - g. Once a student's tray is put upon a table, the student is expected to sit in that location. Under no circumstance should students move to another table during lunch.
 - h. Students may get up during the meal only with permission from a cafeteria supervisor.
 - i. All conversations should take place only between students sitting at the same table.
 - j. Cafeteria dismissal varies slightly between grades. Cafeteria supervisors will teach the appropriate dismissal procedure on the first day of school.
5. Make sure that all of your students are aware of other school-wide rules and procedures such as:
- a. **Gum – none under any circumstance**
 - b. Water bottle machine is to be used only with teacher permission. *Students are not to use the machine in the teachers' lounge.*
 - c. Bicycles –Any student may ride their bike to school. Bikes must be walked on school property. The school is not responsible for damaged or stolen bicycles, and reports of irresponsible riding may result in loss of privilege.
 - d. Bus Procedures--riding a Beech Grove City Schools bus is a privilege.
 - 1. Sit on the bus with “Back to back, bottom to bottom, feet on the floor if they fit”.
 - 2. 3 write-ups and a student is off the bus for 10 school days. One more, and it's a month off the bus. When a student receives a fifth write-up, bus privileges are revoked for the remainder of the school year.

3. Bus stop behavior is both parent and school concern. Inappropriate behavior at the bus stop may be written up as a bus referral. Students must get on the bus at their assigned bus stop. (No moving to other bus stops.)
4. A Late Bus, leaving at approximately 4:15, is available to students. The late bus *doesn't go to all stops. Before a student rides the Late Bus for the first time, the assigning teacher should make sure the student and his/her parents know where the student will get off.*

RECORDKEEPING

Attendance Reports

It is critical that the procedures for taking attendance be followed by everyone to insure accuracy:

- All classroom teachers should take attendance and enter it into the Skyward system **by 9:00.**
- Each student will be identified as either absent or present. Teachers will not mark tardies.
- ***No student should be admitted to a classroom after 8:10 without a Tardy Pass from the office.***

Updating Student Information

Any change of information for a student should be reported to the office as soon as possible. This would include new addresses, telephone numbers, custody changes, and new emergency contact information.

Permanent Record Files and their Security

- **The secretary should be notified anytime a permanent Record File is taken from the office.**
- ***All Permanent Record Files must be returned to the office at the end of each day and locked in the confidential record files.*** (Records should NEVER be left in your classroom overnight, even if locked up in your room.)
- **Under no circumstance should a permanent record file be taken from the building.**

Withdrawal Procedure

The teacher should notify the office as soon as being notified of a possible withdrawal. The teacher should make sure the Chromebook/charger, textbooks, and library books are returned.

The office will finalize all transfers and:

1. Make sure all lunch charges are paid
2. Issue any refunds on textbooks and meals that are due

ABSENCES of STAFF MEMBERS

All classified and certified staff are to mark prearranged absences in Skyward. Certified staff are to request a substitute. Be sure the date and AM/PM is correct. Skyward will then direct you to Kelly Services. You will be prompted to fill in the appropriate information with Kelly Services. **To report an absence within 24 hours.... You must call Kelly directly and put into Skyward. 1-(866)535-5998**

When you have called in for a substitute, let Melody and Gina know when you are going to be out as well.

If, for some reason, you find it necessary to cancel a substitute, please remember to either call in or go online and change your request there.

ANTI-DISCRIMINATION POLICY

Beech Grove City Schools does not discriminate on the basis of race, color, religion, gender, national origin, age, or individuals with disabilities, including limited English proficiency, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C.22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973). Inquiries regarding compliance may be directed to Tom Keeley, Director of Personnel and Finance or Clayton Collins, Director of Instruction (programs), 5334 Hornet Avenue, Beech Grove, IN 46107-2306, phone (317) 788-4481, or fax (317) 782-4065. Clayton Collins, Director of Instruction, Beech Grove City Schools.

CHILD ABUSE REPORTING GUIDELINES

Reporting Suspected Abuse or Neglect – Your Responsibility

Any school employee who has reason to believe that a child is being abused or neglected is **required by law** to make a report to a law enforcement agency. Failure to report child abuse or neglect is a **crime!** We are very fortunate in Beech Grove to have tremendous support and help from the Beech Grove City Police Department in this and other matters involving our students.

What is NOT Your Responsibility

It is also important to remember what is not our responsibility in suspected abuse or neglect cases. It is **not** our responsibility to *investigate*. Attempts to investigate can sometimes actually interfere with the investigation by those authorized to do so.

Procedure for Reporting Suspected Abuse or Neglect

When you suspect a possible case of abuse or neglect, you should see the principal, assistant principal, home/school advisor IMMEDIATELY. One of them will help you make the necessary report. You will be asked the following information for the report:

- The suspected victim's name, address and present location
- Parents'/guardian's name, address, telephone, number
- Child's age and date of birth
- Nature and extent of the child's injuries, including evidence of any previous injuries
- Nature of the child abuse or neglect (i.e. malnutrition, sexual abuse, severe neglect)
- Identity of perpetrator, if known
- Where and when the abuse occurred.

Child abusers don't wear signs. They don't usually look evil. There are no common set recognizable physical or behavioral characteristics to help us recognize them. That is what makes detecting child abuse so difficult. Don't take any chances. If you see something, if a child tells you something, if the child's friend tells you something that might indicate abuse, report it. Not only is it not worth losing your career over, it is certainly not worth risking a child's life to make an error in the wrong direction. Please also see Mrs. Keeley, Mr. Pugh, or Mrs. Fleming.

CLASSROOM MANAGEMENT

Classroom management is defined as teacher actions related to:

- Developing lessons and activities that are inviting, engaging, and appropriately challenging to students;
- Providing positive behavior interventions as proactively as possible;
- Establishing and enforcing school/classroom rules and procedures; and
- Using a student's negative choices/behaviors as teachable opportunities to help the child develop and internalize positive behavior strategies; and
- Carrying out disciplinary procedures as outlined by school administration.

Our goal is always to keep children in the best environment for learning and growth. We believe that is YOUR classroom.

At South Grove Intermediate, all are expected to employ Positive Behavior Intervention Strategies (PBIS) designed to focus on positive choices/behaviors while providing tools and strategies to those struggling with appropriate behaviors. Mrs. Keeley (Home School Advisor), Mrs. Bastin (School Counselor), and Mrs. Agee (Wellness/Mindful Moments) are available to help teachers seeking additional strategies and supports when building and implementing PBIS.

There is a high negative correlation between discipline problems and active engagement of students in learning. The more engaged students are, the less likely they will behave negatively.

South Grove will use the program DOJO as a communication tool between teachers, parents, and students. Communication through DOJO can come in the form of written communication and DOJO's points program. Assignment of points indicates a student is meeting classroom expectations.

Ten Golden Rules for Classroom Management

- 1 Show genuine interest in every child in the group. Build relationships!
2. Be liberal with sincere praise, but do not strive for popularity.
3. Praise in public, censure in private.
4. Be consistent. Children are quick to spot inconsistencies.
5. Never punish the entire group for the misbehavior of one.
6. Never punish in anger to "get even."
7. Show confidence in children's ability to develop self-control.
8. Keep children interested and engaged.
9. Do not create situations that encourage children to lie, to challenge your

authority, or to test your intentions.

10. Allow children to “save face” when they are in a tight spot.

Discipline Procedures for the Classroom: The individual teacher is primarily responsible for discipline in his/her classroom. All teachers should be proactive in supporting school wide procedures and rules, especially in areas such as the hallways, the cafeteria, and the restrooms. It is not intended that students be sent directly to the office for behaviors including but not limited to: leaving materials at home, turning in assignments late, talking, chewing gum, making noises, walking about the room, sharpening pencils at the wrong time, etc. These and similar behaviors should be dealt with as part of an effective classroom management program within the classroom setting. The following chart provides great clarity.

CLASSROOM VS. OFFICE MANAGED BEHAVIORS

TIER 1 Classroom Managed Behaviors	TIER 2 Office Managed Behaviors (<i>ALL should be accompanied by Referral and call home by teacher</i>)
Verbal argument - low intensity - Name calling, inappropriate language	Verbal threats -recurring despite staff interventions
Physical aggression- intentional but non-serious; an unfriendly shove or hands, bump, “collision”, posturing	Serious physical fighting/aggression -2 or more students involved, punches thrown; injury is possible or likely
Theft- minimal, small items ex., pencil, piece of candy, etc	Theft - recurring, significant, high value ex., electronics, another’s personal item(s), item inside teacher’s desk or personal space, etc.
Defiance- low intensity, refusal to stay in seat, stop talking; refusal to work or speak; refusal to bring necessary supplies	Defiance -recurring despite staff interventions
Disruptions- low intensity -pencil tapping, yelling out, rocking in chair, stay in seat, stop talking	Disruptions - Higher intensity -recurring, screaming, out of seat constantly despite attempted in-class strategies
Inappropriate language - low intensity; gestures to students, accidental cursing, non-threatening; common language profanity	Inappropriate language- directed towards students or staff in an aggressive, threatening, or recurrent manner
Wrong location - hallway, restroom, unapproved office or nurse’s office visit; exit of room without permission	Wrong location - recurring, teacher cannot follow, unknown location; exiting room without permission
Dress code (send to nurse for change of clothes)	Dress Code - Repeated violations followed by defiance or disrespect

Use of Technology Unapproved use of; disruptions to class or learning; inappropriate content	Use of Technology Repeated unapproved use of; Graphic inappropriate content; used to threaten or bully others
Cheating on ANY class work or assessment	N/A
Vandalism- minor, temporary -breaking pencils/tearing of book pages -splashing water in the bathroom	Vandalism - permanent, destruction of property, unfixable damage
<i>“Report to office immediately”</i>	Weapons
<i>“Report to office immediately”</i>	Tobacco, Drugs, Alcohol and all related paraphernalia
Student not wearing mask due to COVID policy	Repeated COVID policy violations (after parent contacts)
Other COVID policy violations	Repeated COVID policy violations (after parent contacts)

A procedure to be followed for handling a discipline problem in the classroom:

- a) When a student does not behave in an acceptable manner, discuss the problem with the student while employing effective positive behavior intervention strategies. Attempt to solve it on this level. Keep a brief written record of the situation and what was done.
- b) If the behavior pattern persists and further discussion with the student does not bring improvement, bring the matter to the attention of the student's parents by phone or at a conference. Again, document what was discussed. Also, email Gina Fleming, Lin Pugh, AND Nathan Long to keep them informed and jointly plan the next steps in the disciplinary process.

IF YOU NEED IMMEDIATE SUPPORT...

Please contact by cell phone via call or text:

Mr. Pugh: 317-430-4677 (Grade 4, if calling)

Mr. Long: 317-797-5236 (Grade 5-6, if calling)

It is best to text so that you can include both gentlemen, and they will determine who can respond more readily.

Sending Students to the Hall

Sending students to the hall for discipline is unacceptable. Please keep in mind that a teacher who sends a student to the hallway is still legally responsible for that student and can be found negligent if the student is injured. Additionally, this does not fit with restorative practices. Instead, consider using the “Calm Down Kit” in your classroom and/or allow the student some private time within the classroom.

Mindful Moments Room

Due to COVID restrictions, if a student needs to come to the office to visit Mrs. Keeley or Mrs. Bastin, please contact them and they will escort the student to the office.

DISCIPLINE REFERRALS AND PROCEDURES

Prior to an Office Referral -

- *Parents and students must know the teacher expectations and procedures*
- *Parents and students must know the teacher's behavior management plan and procedures*

Mr. Pugh will primarily handle 4th grade behavior management and Mr. Long will primarily handle 5th and 6th grade behavior management. Both can/will also assist with all grades as needed.

Tier 1 behaviors are handled by the teacher (see chart above)

- The teacher will follow individual classroom policies of behavior management.
- At least 3 interventions/strategies (one must be a parent phone call) must be implemented before an office referral is written.
- Documentation of interventions/strategies attempted are required as well as parent contact for records and future referrals.

Tier 2 behaviors will be handled by Administration

- Results in direct office referral
 - Teacher notifies parent(s) of incident with an explanation that the administration will follow up with communication regarding the results (how it was handled, consequences, etc.)
 - Administration will handle parent contact and consequences
- All referrals to the office must be made on a **South Grove Discipline Report Form in Skyward** with the student's name, gender, race, date, time, and reason for the referral completed. All referrals should also include a call home to a parent or guardian, with results of that call documented. **THIS SHOULD OCCUR ON THE SAME DAY AS THE INCIDENT.**
 - Every attempt will be made to keep the referring teacher informed of the action taken in the office before the end of the day of referral.
 - Copies of discipline forms will be emailed home and filed in the student's discipline file in the office. If a referral is marked "for documentation" it will NOT be emailed home.

Accumulated referrals *could* result in the following series of consequences:

- 7 referrals = 1 day of OSS
- 8 referrals = 3 days of OSS
- 9 referrals = 5 days of OSS
- 10 referrals = Suspension pending Expulsion

**This series of consequences is determined by and at the discretion of school administration.*

CARES PROGRAM - Communicate, Appreciate, Remember, Educate, Support

The CARES Program will be for students that struggle in meeting classroom expectations after all other supports/resources have been exhausted. Placement in the CARES Program is determined by the principal on an individual basis with input from all stakeholders involved with the student. Placement in the CARES Program is temporary with the expectation of the student returning to the general education setting.

COMMUNICATIONS: CLASSROOMS

Telephone Calls: All staff should make every effort to return telephone messages from parents the same day they are received. Telephone messages should be returned within a twenty-four hour period of time.

Voicemail and EMail: Teachers should check their voicemail on a daily basis and their email at least twice per day, not during instructional time. Please respond to necessary voicemails and emails in a timely manner, again outside of instructional time. Please keep Gina Fleming, Lin Pugh, and/or Nathan Long informed if future involvement of one of them seems likely.

DOJO: Teachers should set up DOJO as pods/teams as a source of communication with parents and a means by which students are acknowledged and awarded for their positive choices and behaviors.

Classroom Newsletters, Memos and Notices: All information about classroom or school programs sent home with students must have approval of the principal, with a copy on file in the office. Teachers should check the mailboxes in the office before noon each day. If possible, mailboxes should be checked again in the afternoon. **Students should not be sent to get mail from mailboxes or personal items for the teacher.**

COMMUNICATIONS: SCHOOL-WIDE

South Grove's monthly newsletter will be published online this year by Mrs. Bastin and Mrs. Agee. They do an outstanding job of publishing this important communication vehicle. Teachers are encouraged to send them articles/pictures about classroom activities and projects of interest to parents.

Mr. Pugh and Mrs. Fleming will create a weekly video for staff and families to also highlight goings-on, updates, and BUZZWORD of the week. This will go out on Friday mornings.

All are also encouraged to read the weekly publication entitled "Hornet Blast" produced by Melody Stevens. This publication includes news from the entire district!

DRESS CODE

A copy of the Student Dress Code is available in the Student Handbook. Although there is no "official" dress code for staff members, staff is expected to always dress **professionally** and to comply with the student dress code at all times.

EMERGENCY PREPAREDNESS

Mr. Pugh will be in charge of all things related to School Safety, including training and all drills.

Crises range in scope and intensity from incidents that affect a single student to ones that impact the entire community. When serious incidents occur, we are not alone. Beech Grove City Schools, in conjunction with the Beech Grove Mayor's Office, the Police Department, the Fire Department, and Public Works, are prepared to establish an emergency command center where leaders of these organizations will work together to safely handle emergencies of any type.

Safe Schools Committee

Within South Grove, our Safe Schools committee members are receiving training on crisis management. In an emergency, Safe School Committee members will serve as communications liaisons to help implement South Grove's Crisis Management Plan.

Crisis Management Plan

A copy of the Beech Grove Crisis Management Plan in its entirety is on file in the school office for further reference and information. In any type of disaster, staff members should take charge immediately and give instructions in firm, calm voices to reassure the nervous, thus helping to prevent the possibility of hysteria or panic.

It is important that teachers have their orange emergency bags during any emergency. In addition to emergency supplies, the bags should include up-to-date student information and emergency telephone numbers. Teachers should also take their attendance books, keys, and purses/wallets anytime emergency situations occur or are practiced.

FIRE PROCEDURES AND DRILL INSTRUCTIONS

According to law, each school is required to hold a fire drill once a month. We hope a fire never occurs, but we must be prepared in case of an emergency. *Exit Instructions for Fires and Other Emergencies Requiring Building Evacuation* should be used for fires and fire drills. If the assigned exit is blocked, teachers should quickly reroute their students to the nearest available exit.

Some points in making our drills effective are:

1. Students should walk quickly with no talking, pushing or running.
2. Appoint one student to be first in line, or have it understood that the first one in line is to hold the exit doors open until all students are out of the building.
3. All rooms should walk along their side of the hall. Also, they should follow line that is already formed on their side of the hall.
4. The last student out of the room should close the classroom door and turn off the light.
5. All students are to move a safe distance from the building and remain outside until notification to re-enter the building.
6. Before re-entering the building, each teacher should account for each student in the class.
 - a. Teachers should take their **RED AND GREEN CARDS** and use them as a quick method to identify attendance.
 - b. If all students are accounted for, the green side of the card should be held up.
 - c. If a student or students are missing, the red side of the card should be held up.
 - d. One designated teacher from each wing will be given a walkie-talkie. It is this teacher's responsibility to let the office know when all teachers have shown their green cards.

- e. If a red card is shown, the walkie-talkie should be immediately passed to the teacher missing a student. That teacher will give information to the office staff/fire department, who will return to the building to find the missing student(s).
- f. Upon a given signal, students are to return to the building quietly.
- g. Before students and staff will be allowed to re-enter the building, the Fire/Police must inspect it.

FIRE EVACUATION PROCEDURES

The emergency exits listed on the chart below should be used during any emergency that requires evacuating the building. Teachers should remember to take their orange bags containing p-to-date student information and emergency telephone numbers. Teachers should also take their attendance books, keys, and purses/wallets anytime emergency situations occur or are practiced. In the case of an actual disaster requiring evacuation, teachers may not be allowed back into the building before going home.

FIRE EVACUATION CHART (To Be Used For All Emergencies Requiring Building Evacuation)

Room	Building Direction	Outside Directions	Exit
Rooms 121, 122, 123, 125, 126, 127, 128	. Go to Exit 10 N.	Go to the bus turnaround area	10 N – Door at the end of the hallway.
Rooms 118 and 120	Turn left on leaving the room. Go out Exit 8 N.	Turn right to the north parking lot	8 N – Door students enter from bus lot.
Rooms 117, 119, and 130	Turn right on leaving the room. Go out Exit 8 N.	Go to the north parking lot.	8 N – Door students enter from bus lot.
Rooms 111, 113, and 115	Turn left on leaving the room. Go out Exit 3W.	Go into the north parking lot.	3W – Front door by the cafeteria
Room 112 and 114	Turn right on leaving the room. Go out Exit 5N	Go into the north parking lot	5N –cafeteria door
Room 109 and choir room	Turn right on leaving the building. Go to Exit 1W.	Walk to grassy area in front of school.	1W – Front door
Room 110	Turn left on leaving the building. Go to Exit 1W.	Walk to grassy area in front of school.	1W – Front door
Room 133, 135, 137, 139, 141	Turn left on leaving the room. Go to Exit 1W.	Turn left and follow the walk.	1W – Main door by the office
Room 101, 103, 105	Turn right on leaving the room. Go to Exit 14 S.	Go to the parking area.	14S – Exit at the end of the 4 th grade hallway.
Room 102, 104, 106, and 108	Turn left on leaving the room. Go to Exit 14 S.	Go to the parking area.	14S – Exit at the end of the 4 th grade hallway.

Gym	Go out Exit 11N or 12N	Go to the parking lot area.	11N, 12N – gym doors
Cafeteria	Go to Exits 4N and 5N.	Go to parking lot area	4N and 5N – doors on the north side of the cafeteria.
Library 129 129 A, B, C, D	Exit on NE side of Library Turn Left Exit through Door 10N	Go to parking lot area	Door 10N Doors

TORNADO EMERGENCY LOCATIONS:

Room #	Shelter Location
117	Boys' Restroom @ Nurse
118	Girls' Restroom @ Nurse
109, 110, 119, 120	Music Room
121,123	Girls' Restroom by Gym
122, 125	Boys' Restroom by Gym
111	Girls' Restroom @ Office
114	Boys' Restroom @ Office
112, 113	Teachers' Lounge
115	Men's/Women's Restroom @ Cafeteria
101,102	4th Grade Boys Restroom @ Office
103	4th Grade SPED Room (former ISS room)
104	M. Keeley's Office
105	5th Grade SPED Room (former small conference room in office)
106, 108	4 th Grade Girls' Restroom @ Office
141	Closet 141
126,127,128, 129, 129 D	6th Grade SPED Room (129D)
129 B, ISS, 129	Mr. Long's Office (129B)
129 A, 129 C	L. Collins' Title 1 Room (129A)
133	Adult Restroom by Art Room
Gym	Locker Rooms
135	Teacher Workroom near Music Room
137	Adult Restroom and Closet
131,134, 139	Music Room (131) Closet
130	Mrs. Collinsworth's Office

TORNADOS

A Tornado Watch is a forecast of the possibility of one or more tornadoes in a large area.

1. A *Tornado Watch* is a forecast of the possibility of one or more tornadoes in a large area. One might continue normal activities, but should "watch" for tornadoes.
2. A *Tornado Warning* means a tornado has been spotted and is approaching. Seek safe shelter. When a Tornado Warning has been received, the principal will notify all school personnel via intercom. All students and school personnel should immediately go to designated areas and assume emergency positions.
3. Classroom doors and windows should be left **closed**. (This is contrary to earlier procedures. The latest information coming from the Fire Department indicates that closed doors and windows do offer some protection to students and staff from flying debris. Because windows, when they do break, generally implode, and doors may blow open, it is critical to keep all students away from door and window openings whenever possible. Students should never be in the space that would be behind the door if it were to open.)
4. Classroom teachers should take their attendance books to the shelter area and take attendance upon shelter occupancy to account for all students.
5. Tornado drills will be held twice each semester.

Tornado Emergency Position(s):

There is some debate over the safest position for students during a tornado. There are two positions commonly recommended. Both are listed below. In the case of a Tornado Warning, students will assume position 1. If a tornado actually hits South Grove, students will be given their choice of positions. Both should be taught and practiced.

Position #1 - Students should sit down with their backs to the wall, knees close to chest, and arms folded over their heads.

Position #2 – Students should kneel on the floor with their heads against the wall, arms covering the head and neck.



LOCKDOWN DRILLS

During a lockdown drill, I will come on and announce the drill. Turn off all lights and move all students away from the door and out of sight. Lock your classroom door. All students must be silent during this drill. I will announce when the drill is complete.

Responsibilities for Lockdown Drills

4th Grade	5th Grade	6th Grade	Music Corner	Cafe
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Hallway	Hallway	Hallway	(133, 135, 137,139, 141)	
Diana S	Kelly A	Tony M	Veronica J	Nathan L
Alyssa I	Laura C	Trisha R	Addie A	Colleen C
Marjorie H	Elizabeth S	Stacy J	Marsha M	Amanda H
				Josephine B
SPED	Front Door @ Office	Answering Phones	Calling Rooms	Running The Show
Jaclyn K	Lin P	Heather B	Missy K (A-L)	Gina F
Madi S	SRO Parker	Mel H	Morgan M (M-Z)	
		Kate R (helping with both)		
Teachers	Maintain classroom and make yourself available to handle outside communication regarding student safety and movement			

EMPLOYEE ASSISTANCE PROGRAM (EAP)

This is a FREE service for staff members who are seeking support when dealing with stress. An employee receives five sessions per event. For confidential assistance with life's stressful situations, please call: 317-621-7742 or 800-543-4158.

EMPLOYEE NETWORK AND INTERNET ACCEPTABLE USE AGREEMENT

Electronic information resources are available to employees of Beech Grove City Schools. The smooth operation of the network relies upon the proper conduct of the employees who must adhere to strict guidelines, rules and regulations. The Employee Network and Internet Acceptable Use Agreement outlines the terms and conditions under which technology may be used in the corporation. All employees must sign this document, which will be kept from year to year.

** Please note that you should not be instant messaging or emailing for personal reasons during teaching times. All emails and instant messaging can be used as a public record. Posting to FaceBook is also discouraged during school hours.

ENERGY CONSERVATION GUIDELINES

In an effort to conserve both energy and money, Beech Grove City Schools has an energy conservation program that all staff are asked to participate in on a daily basis. You are asked to abide by the following guidelines:

1. Turn off all lights in classrooms, offices, faculty bathrooms, and workrooms when not in use.
2. Close all classroom doors, especially when the air conditioning is in use.
3. Turn off the overhead projector when not in use.
4. Turn computers and monitors off when leaving for the day.
5. Pull or close blinds and window shades at the end of each day.
6. Keep windows closed when air conditioning or heat is on. If there is a problem with the temperature in the room, contact the office. (The temperatures are set electronically from a central location. Thermostats are set near 75 degrees during cooling months and 70 degrees during heating months.)
7. Keep all electrical devices except computers unplugged when not in use.

As teachers you are important to the success of our Energy Management Program. It is not my intention to create an uncomfortable working environment, but to make you aware of some of the ways you can help the corporation save energy, and therefore money. Many of these guidelines are good “common sense” approaches that you may already do in your own homes. Your help will be greatly appreciated.

FIELD TRIPS

(Due to COVID precautions being in place, field trips are suspended until further notice.)

Field trips should be well planned to help students achieve grade-level academic standards. It is instructionally sound to plan a field trip *before* a unit of study. In this way, all students are given a common experience with which teachers can launch and connect further learning.

Parent Volunteers on Field Trips - Parents accompanying a class on a field trip are considered “volunteers”. Each parent **must** have a Volunteer Personnel Information Sheet on file and have a criminal history completed and reviewed by the principal before he or she may attend the field trip with the class. *This form is required for a police check.* Please make sure that:

- Parents serving as volunteers understand that a criminal history check will be done.
- You give each parent a copy of the *Volunteer Personnel Information Sheet* to be completed.
- Information Sheets are submitted to the office at least one week before the field trip.
- **Teachers are responsible for checking with the office to make sure parents have passed the criminal history check.**

Once a criminal history check has been done each year, that parent may go on other trips without a new one being done.

Field Trip Guidelines and Procedures

- Each grade may take two field trips per year.
- All funding, including bus driver payment and gas, must be taken from fee money collected for each team or from grant funds. There is no additional money available for field trips. Parents who have not paid fees may be asked to send in the appropriate amount of money to cover the cost of the fieldtrip. *No student should be left behind, however, because of his/her parents' failure or inability to pay fees.* Translation: We cannot make parents of children on free or reduced lunch pay fees, but their students may not be penalized in any way for not paying.

- The principal must approve all field trips before any paperwork has been submitted. A request for a field trip requires approximately a 15-day notice.
- Corporation transportation for field trips is not available before 8:45 and, in most cases, busses must be back before 2:15.
- **The teacher in charge of the field trip should work with Heather Brown to get transportation with buses organized.** This would require reaching out to Kevin Kinder to get buses and drivers scheduled.
- A signed *Field Trip Permission Slip* must be on file before a child is taken on a fieldtrip. Most parents will have signed a blanket form during enrollment. Make sure all students have one.
- A list of adult supervisors that have passed the background check and a list of the students each will supervise must be on file in the office.
- Teachers going on field trips will be required to take a cell phone for safety purposes.

GENERAL EDUCATION INTERVENTION PROCEDURES

Referred, too, as “Multi-Tiered Systems of Support” Process

General Education Intervention (GEI)/Multi-Tiered Systems of Support (MTSS)

When a student does not achieve expected success despite routine remediation efforts and strategies implemented through a Team Education Intervention Plan, the teacher should initiate the General Education Intervention program, which includes Multi-Tiered Systems of Support. Teachers must contact Mrs. Fleming in order to schedule MTSS meetings.

The purpose of the GEI/MTSS process is to provide support to students in the general education setting to aid in the student’s emotional, social, and/or intellectual growth. Generally speaking, the team recommends research-based instructional practices for the teacher to employ that are intended to aid in students’ development. Whenever possible, this process should be implemented before any referral for special education is made.

There may be times when a child needs additional challenge and/or enrichment opportunities. If a teacher needs additional assistance meeting this child’s needs, a referral for this student can be brought forward. This process is not intended only for struggling students.

The following steps should be followed:

- 1) The teacher should complete a Referral for General Education Intervention. The referral should be accompanied by evidence/artifacts demonstrating the strategies that have and haven’t worked for the student thus far.
- 2) A GEI conference with the parent, members of the GEI Committee, and the referring teacher will be scheduled. GEI meetings are generally held at 7:45 am. but may have to be in the afternoons to accommodate parents’ schedules.
- 3) At the GEI conference, differentiated instructional strategies and general education program adaptations will be shared and selected for implementation with the goal of enhancing teaching and learning.
- 4) The strategies selected should be documented. Copies should be given to parents and all staff involved in the child’s education.
- 5) As strategies are employed, a member of the GEI team will check in regularly with the classroom teachers and provide support in implementing the strategies with fidelity. Additional meetings will be scheduled to monitor and modify the GEI Plan as needed.

- 6) All teachers working with the referred student will be given a copy of the plan. It is the responsibility of the teachers to see that the strategies in the plan are implemented and any revisions documented and reviewed by the GEI team.

GRADES, GRADING, AND REPORT CARDS

Family Access

Family Access is a safe and easy way for teachers, parents, and students to share information. Student grades will be uploaded each **Friday** from Skyward Gradebook so that parents and students can review academic progress from home. Teachers will also be able to use Family Access to post assignments, class policies, links to websites, tests and assignments due dates. This year, we will be giving out parent access codes sometime in August so all of our parents should be able to:

- Check their child's latest grades from home
- Receive email alerts when new grades are posted
- Receive emails with school or class information
- Verify attendance
- See what homework is not turned in and read notes from teachers

It is very important that all grades are posted in a timely manner and your Skyward grade book be kept up to date. Each Friday before you leave the building, grades should be submitted to Family Access.

Conduct Grade (Behavior)

The homeroom teacher will give a single conduct letter grade each grading period. This grade should take into consideration the conduct of each student, not only while in the homeroom classroom, but also in other settings within the building. The conduct grade should reflect the child's ability to:

1. Show respect to adults and fellow students
2. Comply with rules and procedures of the classroom, the school, and the corporation
3. Help create a safe and supportive learning environment for all students at South Grove

Report Cards

Report cards will be issued every nine weeks. Students enrolling at South Grove should be issued a report card if they have attended at least half of the grading period. If grades have been received from another school for part of a grading period, these grades may be averaged into your grades for the report card. This practice should be clearly documented on the report card for parents. If a student has been at South Grove for less than half of the grading period, teachers may give the student grades, but it should again be documented for parents that the grades are based on less than a full grading period.

Comments made on the report card regarding a child's achievement are encouraged. Such a practice strengthens the home-school relationship and gives parents even more information about their child's progress. It should be remembered that such comments become a part of the child's school record. It is important that comments be specific and concrete.

Progress Reports

Progress Reports will be sent home at the midpoint of each grading period **for any student that is not passing a subject with a C or better**. In addition to informing parents of their child's current progress, this report should suggest ways the student could improve his/her grades.

Grading Scale

All teachers in Beech Grove City Schools will be using the following grading scale to determine grades:

BGCS Grading Scale Percentage Grade

Percentage	Letter Grade	Percentage	Letter Grade
100-96.50	A+	76.49-72.50	C
96.49-92.50	A	72.49-69.50	C-
92.49-89.50	A	69.49-66.50	D+
89.49-86.50	B+	66.49-62.50	D
86.49-82.50	B	62.49-59.50	D-
82.49-79.50	B-	59.49-0	F
79.49-76.50	C+		

It is difficult to establish a uniform grading system that will please all teachers and parents, as each will probably have a different standard for the above grades. There is no definite set of rules to determine a grade, but all teachers should strive to be consistent and use sound judgment. Grades should not become a substitute for learning or a child's report card more important than the achievements performed by that child during a grading period.

There are students in our school without the fundamental background skills to do the work at the grade in which we have placed them. These students are at risk of failure if we expect them to meet all grade level standards in the same time limits and with the same levels of support as the other students. Differentiated Instruction should be used in classrooms to accommodate for these individual learning differences. Some students may need to work at a lower level in which there will be some progress and improvement during the year. These students should take part in as much whole group instruction as possible, and receive individual or small group instruction when it is not. It is the responsibility of the classroom teacher to make appropriate accommodations needed to insure each child's success. When any child is not being successful at South Grove, the teacher should refer the student for a GEI.

HOMework

Homework is an opportunity for students to either practice or extend learning that was taught in school. As such, the assessments taken from homework should not be included in a student's academic grade, but rather, should be used to help the teacher determine students in need of further instruction. Homework need not be given on set days, but it should be coordinated with other teachers so students will not be given excessive amounts one night and none the next. Students should understand what they are to do and why they are to do it. Teachers should keep in mind the environment and the materials in the home in which the child is expected to do homework.

Homework should be checked and corrected. It should never be given as a disciplinary measure. Homework also offers a great opportunity to fill individual needs. Assignments should be individualized according to the interest and skills of the child. Assignments of a creative nature, such as sharing ideas with family members, writing stories and poems, and listening to good radio and television programs are preferred to assignments of drills and practices, which can be better carried out in class.

HOURS AND RESPONSIBILITIES of TEACHERS

Teacher Contract Hours

Teachers should be in the building ready to work by 7:45 am and are free to leave the building at 3:20 pm on Monday, Tuesday, Thursday, and Friday. On Wednesday, teachers should be in the building by 7:45 am and are free to leave the building at 3:20 pm.

Special Education Assistant Hours

Special Education Assistant hours are 7:45am to 3:15 pm. They need to report to their designated location to help with supervision at 7:55 am and 3:10 pm. Hours are subject to change based on supervision needs and/or scheduling changes.

Cluster Meetings

All teachers are required to attend cluster meetings every other week. Location will be emailed to teachers the week of cluster. These are generally held during a common planning period.

PLCs

Professional Learning Community meetings will be held every Wednesday from 2:35-3:20. Location and agenda will be emailed to teachers.

Team Preparation Period

Teams should plan to meet at least once a week for planning instruction. It is up to the team of teachers as to where they will be meeting.

Grade Level Meeting

Grade level meetings are held at the discretion of the grade. Grade level meetings can be used to discuss field trips, recess, and other activities or business.

Classroom/Student Supervision

It is the responsibility of each teacher to insure the safety of the students in his/her charge *at all times*. When it is necessary to be away from your room while students are present, you should arrange with another teacher to watch the students until you return. Students working in the hallways and other areas outside the classroom must also be continually supervised. **No student should ever be left unattended.** It is unacceptable for students to be left in a classroom without adult supervision.

Supervision of Students Using Technology – Many of our students are coming to school with a great deal of knowledge and expertise with the use of technology. It is critical that all students using school technology be carefully supervised to insure their compliance with our Acceptable Use Policy. Teachers can supervise student computers through Relay.

- Because confidential information and sensitive network information can be accessed through teacher Macbooks, no student should ever be allowed to use a teacher's computer.

If you are going to be absent and intend to use Chromebooks as part of the instructional day, it is wise to work in advance with pod colleagues so that they can help the substitute ensure successful operation.

HOUSEKEEPING

Seating of Students

Students should be seated in a desk and chair that fits them. If you need desks, or need desks adjusted, see the custodian or come to the office.

Before Leaving Each Day

Doors and windows should be closed and locked, lights turned off, blinds closed, doc cams and projectors shut off before leaving your room at the end of the day.

Student Responsibilities

Students are responsible for:

- keeping hands, feet, and personal property to self, off of the walls, and out of others' space.
- caring for school and teacher property:
 - reduce waste, recycle when possible, and reuse when possible.
 - throw away trash in appropriate receptacles.
 - straighten desks and chairs before leaving the building each day.
 - write only on surfaces intended for student work (e.g., paper, notebooks, and chart paper); never writing on desks, textbooks, walls, or floors.
 - refrain from climbing or swinging on restroom doors, stalls, or fixtures.
 - refrain from sitting on restroom sinks, desks, or tables that are not intended as seats.
 - refrain from deliberately stopping up sinks or toilets.
- treating others with dignity and respect (Every person in our school deserves to be treated with kindness, for each is important and brings great worth.)

Prudent Precautions

Students should never be asked to perform tasks for teachers that could put them in danger or that do not add value to their educational, social, and/or emotional growth. This would include using the laminator or paper cutter, carrying hot liquids, using a microwave oven unsupervised (no student should ever be sent to the Teacher's Workroom to use the microwave or get drinks), climbing on ladders, or standing on desks.

KEEPING STUDENTS AFTER REGULAR DISMISSAL

Students are not to be held after 3:40 P.M. unless the teacher has received permission from the parent by 3:00 P.M. that day. Students may stay after 3:40 P.M. for extra help on their schoolwork or for discipline. Please notify the office when a student is staying after school. All students riding the late bus must have a signed pass from a staff member to board the bus.

LESSON PLANS

Teacher Plans

Both Short-term and long-term planning is essential to effective teaching. Lesson Plan Books should reflect this planning. Daily lesson plans should include the Indiana Standard to be taught and a lesson design with enough detail to enable a substitute teacher to complete the lesson. Plan Books should also outline your

daily schedule showing Related Arts classes, lunch, and any special events. Plans that include only a textbook and page number are inadequate.

Lesson plans are to be made a week in advance and revised daily. Please have lesson plans readily available for when members of the administrative team conduct walk-throughs.

Substitute Folders

Each teacher is asked to complete the information in the Substitute Folder. Your Substitute Folder will be kept in your classroom. Please put it under your phone so we will know where to locate it. It is important to keep the information in these folders current.

LIBRARY

Library is currently closed to “in-person” student visits due to COVID restrictions. When the library re-opens to students, we will follow the procedures listed below.

Review with students the procedures involved in going to the library to check out books.

- Take your library book, library card, and hall pass with you.
- Go straight to the library.
- Return old library book.
- Quickly find a book.
- Check it out.
- Return to the classroom immediately.

Lunch Procedures

Due to security and space issues, parents and visitors are not permitted to have lunch with their students.

Proper Lunchroom Behavior

Teachers should talk with their students about proper behavior during lunchtime.

Students should:

- a. use good table manners at all times.
- b. leave the table only after permission by a lunchroom supervisor.
- c. talk in a soft voice.
- d. walk at all times.
- e. keep all food in the lunchroom.
- f. clean up all trash before leaving.
- g. refrain from trading, giving away, or selling food.
- h. follow all COVID directed guidelines.

2020-21 Meal Prices for South Grove:

Breakfast is free for all students.

Student Lunch	\$2.80
Extra Milk	\$0.50

Reduced Lunch	\$0.40
Additional Entree	\$2.00
Adult Breakfast	\$2.10
Adult Lunch	\$3.50

MEDICATION POLICY

1. All medications, whether prescription or non-prescription, will be stored and administered by our school nurse or other designated school staff member. There may be **no exceptions** without the approval of the school nurse *and* the principal.
2. Any medication, prescription or non-prescription, sent to school for school nurse to dispense **must** be accompanied by the following: the physician's prescription order and a copy of Permission to Administer Medication Form or parent's note (for non-prescription medicine) including the following:
 - a. Student's name
 - b. Dosage
 - c. Type of medicine
 - d. Time to be administered
3. All medication must be in the original container.
4. Parents are to send to school **only** the amount of medication the child will need during school hours and based on the number of days of anticipated treatment.

Nurse Information

Here is some information concerning our nurse's office that will help provide better care for our students while at school.

- Breakfast is very important! Please encourage students to eat breakfast and drink plenty of fluids before sending them to the clinic first thing in the morning. If a student complains first thing of a stomach or headache, have them try to eat breakfast. Many of them take medications at home that cause an upset stomach. Eating and relaxing often helps them ease into the day.
- Restroom--if a student says they have an upset stomach, have them try to use the restroom. As we say at my house, they may just need to empty the tank!
- Fluids!! Encourage them to drink plenty of fluids at breakfast, lunch, and each restroom break to help prevent headaches. Students can have water bottles, but they must stay in their backpacks.
- Band-aids--all classrooms should have a supply of band-aids. Most scrapes, cuts, etc. can be washed out with soap and water then the student can apply a bandaid. If you need band aids, please let Nurse Mimms know.
- If a student hits his/her head, send them to the clinic immediately to be evaluated by the nurse.

- Please use a pass to send a student to the clinic. This provides better communication of the needs and helps us assure that the student got to the clinic.
- Chapped lips are not a reason to visit the nurse. Please encourage students to bring their own chapstick. If lips are extremely dry/cracked, you can send them to the nurse for Vaseline. As a teacher, I always kept Vaseline and Q-tips in my desk draw for chapped lips.

The following are some things the school nurse is **unable** to do per policy:

1. Pull teeth--don't send students to the nurse unless the student has pulled his/her tooth out.
2. Remove splinters.
3. Clean ears.
4. Cut fingernails/toenails/hangnails.
5. Insert/remove contact lenses.
6. Insert/remove earrings.
7. Treat sore necks/muscles.
8. Supply meds/cough drops unless parent has signed the form and brought the meds/cough drops in.

Incident/Accident Reports:

If a student gets injured while at South Grove, the staff member nearest the incident **must** fill out a report. Even if you are not a witness to the incident/accident, as the staff member nearest the incident, you must fill out the form and list witnesses. Once you have finished your part, give it to the nurse so that she can complete the form. Blank forms are in the front office or Nurse Mimms' office.

USE of MOVIES, RECORDINGS, VIDEOTAPES, and FIELD TRIPS for INSTRUCTION

Good teaching means keeping students actively engaged in the teaching and learning process. There is a direct correlation between the percentage of the school day students are on task and engaged in meaningful activities and their academic achievement. Movies, videotapes, and field trips can be used to develop students' prior knowledge as preparation for a unit of study. Research shows that this is their most effective use. Sections of movies and videotapes can also be effectively used to demonstrate points of teaching or as comparisons with a piece of literature.

Unfortunately, these instructional materials can also be grossly misused resulting in virtually no student learning, and even worse, a waste of valuable instructional time. To prevent this from occurring, the following guidelines have been established:

- Any movie/recorded section shown must have a clear instructional objective directly related to a grade-level Indiana Standard.
- No more than twenty (20) minutes of specifically selected sections of any movie/recording are to be shown to students.
- There are to be no "seasonal" movies, videotapes, or television programs shown.

- All movies, videotapes, television shows, and other media presentations are to be clearly documented in lesson plans with the instructional objective specified.
- Audiovisual materials are best used to launch learning and build background knowledge at the start of a unit. They should never be shown as a “reward”, as a regularly scheduled activity (Friday afternoon movies), or as an activity to provide teachers with grading, planning, or down time.
- To be effective, all audiovisual presentations must be discussed with students and they should be coached to evaluate what they have seen in perspective to the learning planned by the teacher.

OBSERVATION SCHEDULE

As part of the performance appraisal process, each teacher will be observed 3 times a year formally: 1 announced, 1 video, and 1 unannounced. The observations will be done by the Instructional Leadership Team made up of: Gina Fleming, Lin Pugh, DeeDee Horen, Stephenie Hodge, Jillian Dale, and Beth Walker. It is possible that during this first grading period while Gina is completing her TAP training, former principal Tonya Reid will assist as well. A formal schedule will be emailed to you.

PARENT/TEACHER CONFERENCES

This year, conferences are being scheduled before and after school between Monday, September 28th and Thursday, October 1st. As the dates draw near, a decision will be made as to whether these conferences will be in person or virtual.

Students will attend school on these days. Teachers should schedule conferences to accommodate working parents, whenever possible. The expectation is that teachers will meet and conference with each student’s parents prior to the end of the 1st nine weeks of school. Let’s do everything we can to attain 100% participation!

Related Arts teachers are expected to make 20 positive communications with parents during conference time. Student Services personnel may join in conferences and/or host conferences of their own; they are expected to make 20 positive communications with parents during this time as well.

PARKING AND ENTERING THE BUILDING

Teachers are permitted to park in any of the lots around the school. The only areas where staff parking is not permitted are:

- In the spaces in the front of the school marked “Visitor” or “Handicapped”
- In the area at the end of the gym lot used for bus turn-around
- In the spaces between the bus entrance and exit in the northwest corner of the lot.

The main entrance (1W) will be open beginning at 7:00 AM. Staff can enter this door at any time using their key fob. Teachers can also use their key fobs to get into the gym entrance (11N) and the exit on the south side of the 4th grade hall (14S) at any time. **Several of our doors stick, and it is very important that everyone make sure the door they are entering/exiting is closed completely behind them.**

South Grove’s alarm system is armed except when our custodians are on duty, (7:00 AM – 11:00 PM on school days). If you are coming into the building at any other time, you must disarm the alarm before

entering the building.

To disarm the alarm (only when the alarm light is red):

- Put in your access code and press the “OFF” button. The access code is the last four digits of your SSN.

If you are the last to leave the building, you must turn the alarm system on. To set the alarm:

- Put in your access code and push the “ON” button. The alarm light will turn red.
- You now have 40 seconds to exit the building.

To enter the building on the weekends, you must come in through the gym lobby doors, disarm the alarm, sign in on the white board, and sign out when you leave. Make sure you don’t turn on the code when there are other people in the building.

REQUESTING MONEY FROM STUDENTS

All supplies needed by students should either be included on the team supply list or provided by the team from fees collected. If a student’s parents have not yet paid fees, that student may be assessed the cost of the supply or event. The money collected should be turned in to the office where it will be applied to that student’s fees account. Checks and cash should not remain in the classroom for any reason.

Parents of students who receive meal assistance (free or reduced lunch) may be *asked* to pay fees, but the student cannot be deprived of services because fees have not been paid.

Students should bring money to school only for lunches, to pay for textbook rental and fees, or to take part in fundraising or service learning activities approved by the principal. This should be sent to the office each morning in the plastic holders provided.

RETENTION OF STUDENTS

Authority - The placement of students, as stated by Indiana statute, is the responsibility of the Board of Education or their designee. The principal, as the designee of the Board of Education, has the authority for the placement of students and is responsible for all final decisions concerning non-promotions.

Retention Guidelines - A student may be retained if two of the second semester average grades in the academic subjects (Math, English, Spelling, Social Studies, or Science,) are F and the student is below level in Reading.

Social Assignment - We occasionally use social assignment *even though a student has not academically achieved grade level standards*. **The principal** will make this decision with input from the teachers and parents. A social assignment needs to be explained to parents and documented in the child’s records so that it will not be misunderstood as a trial placement.

Procedures for Retention and Social Assignment -

February 2020-Teams will meet with the principal during planning to discuss any students having extreme academic difficulties. Any student who is making failing grades in two academic areas should be discussed at this meeting.

March 2021- GEI information is due to principal. (A child should **never** be referred for retention who has not been through these processes unless he/she moved into Beech Grove in the last four weeks of school.)

March 2021- The teacher will schedule a parent conference to discuss problems the child is having at the present grade level. In addition to grades, parents should be informed of NWEA data, AR levels, iReady data and ILEARN scores.

By the end of May 2021- the teacher should have another conference with the principal, then with parents to discuss the child's progress. The teacher should be prepared to make a preliminary recommendation for the child's grade placement for the next year.

PARENT VOLUNTEER GUIDELINES ([Due to COVID, no parents/visitors are to be in the building during the instructional day.](#))

We encourage parent and community volunteers to help at South Grove. If a parent or community member expresses a willingness to be a volunteer, please refer them immediately to our Home/School Advisor.

In all contexts, it is a paramount responsibility of the school to insure the safety of all students. Parents volunteering in the classroom, working in the building, and accompanying students on field trips are considered “volunteers”. As such, they **must** have a criminal check before working with/around students, and be approved by the principal. *It will be the responsibility of the teacher to make sure that:*

- Parents serving as volunteers are told that a criminal history check will be done.
- Each parent receives a copy of the *Volunteer Personnel Information Sheet* to be completed.
- Information Sheets are submitted to the office at least one week before the parent volunteers.

Once a criminal history check has been done each year, that parent may volunteer in any classroom or go on fieldtrips without a new one being submitted.

SOCIAL COMMITTEE

The Social Committee will consist of at least one teacher from each grade level, plus other volunteers. Each staff member is asked to donate:

Certified staff -	\$30
Classified staff -	\$20

Donations are due by Friday, August 28rd. They can be paid to Mrs. Hamilton. Checks are payable to South Grove.

Duties of the Social Committee:

1. Collect money for gifts for weddings, new babies, going-away gifts, etc.
2. Collect money for flowers for staff members in the hospital and death of members of the immediate family.
3. Plan activities involving social activities at South Grove (Christmas and the end of the school year.)

SPECIAL EDUCATION REFERRALS

Referrals for Special Education should be made only under the following two situations:

- 1) A referral for special education has been recommended by the GEI Committee after repeated intervention strategies in the general education setting have not been successful;
- 2) A parent request is made for testing. When parents request testing, they should be immediately referred to the principal.

STUDENT PARTIES (subject to change due to COVID restrictions)

There will be two parties per school year, one Winter Holiday party and the second on Valentine's Day. All treats should be purchased and pre-wrapped. Only clear soft drinks should be served to avoid stains.

The permitting of birthday treats furnished by parents will now be at the discretion of each teacher. If treats are to be allowed should be passed out toward the end of the day, or at a time when loss of instructional time can be kept to a minimum. There are to be no "birthday parties" during school time.

Technology Protocol

We do have a protocol for adding new technology to instruction. If you find something great that you think would enhance your lessons and student learning, you need to:

- create a PDCI (plan, do, check, improve) chart. This allows you to plan how you are going to use the technology, how you will implement it, how you will check to see if it is a benefit and then what you can do to improve the plan.
- submit the PDCI to me for approval.
- I will then share it with Tim Ressler (director of technology for BGCS) and a decision will be made.

This does not guarantee that the technology will be purchased.

TESTING Dates (TBD based on COVID)

ILEARN - Students in 4th, 5th, and 6th grades take ILEARN testing. All testing at South Grove will be done online.

Dates for ILEARN are:

Window opens...

All testing will be done online. Teacher manuals will be passed out at least 1 week prior testing. Test protocols and instructions will be reviewed during a team planning session in the weeks prior to the start of testing.

iReady Diagnostic Testing--Students will take the math diagnostic test through Curriculum Associates three times a year. - **TBD**

Fall:

Winter:

Spring:

TRANSPORTATION OF STUDENTS

****School Staff members are never to transport students in their personal vehicles.**

Bus Riders: Students who are privileged to ride a bus to school are also expected to ride it home in the evening unless the office is notified of alternate plans by parents.

A late bus will be available at 4:00 P.M for students who need to stay after school for a supervised activity or tutoring. Students must have a pass with the stop listed in order to get on the bus. *The late bus does not stop at all of the bus stops on the regular bus routes. Teachers should check the late bus schedule before asking a student to stay after school to make sure the child can safely get home.*

Bus routes can be obtained from Heather or Mel.

Walkers: Students who walk home in the evening are expected to leave the school grounds and go directly to their homes.

Bicyclists: All students may ride bicycles to and from school. Students are not permitted to ride bicycles on the school driveway or sidewalks. Students should walk their bicycles from 9th Avenue to the bicycle rack. The privilege of riding a bicycle can be revoked by the principal for violations of the bicycle rules or unsafe practices while coming to or from school. Students must also use a lock during the day to ensure the safety of their bikes.

VISITORS TO THE BUILDING

Currently, due to COVID restrictions, there are no visitors allowed in South Grove. If restrictions change, we will follow the guidelines listed below.

A security door at the main entrance of South Grove prevents visitors from entering classroom areas without being given access by office personnel. All visitors **must** sign in at the office and receive a Visitor's Pass before going to a classroom or other area of the building. Please make sure all doors to the building are securely closed when entering or leaving the building. **Also instruct your students that under no circumstance should they ever open any door allowing a stranger into the building.**

COVID Procedures and Expectations *(Developed During Summer Planning Sessions)*

Elementary Blended Learning

Our Blended Learning model has the following goals...

- Guaranteed and viable curriculum to all students (at-home or at-school): It is our responsibility to provide equal opportunity to learn, equal connection to highly qualified teachers, and equal access to

the rigorous content, knowledge, and skills needed for success at each level for all students whether they are in our classrooms or participating virtually.

- Respecting teachers immediate and future needs: We know that this is a new chapter for us as educators and that we all have room for growth with virtual learning. We feel that it is important for immediate purposes and also for future planning that we support ***all*** teachers in being able to confidently and successfully navigate the virtual learning component of teaching through consistent and high-quality professional development, ongoing and authentic support during implementation, and reflective conversations to monitor and adjust along the way. Therefore, ***all*** teachers will be involved in the planning and implementation of this blended learning model on a daily basis. While there will be teacher leaders emerge in this process, the burden of being eLearning teachers will not fall on the shoulders of a few, but will be shared equally by us all so that we are ready for whatever comes our way in the future.
- Each team/pod of teachers will have a portion of the grade-level at-home learners. At this time, we think we will likely evenly distribute all at-home learners equally between teams.
- These students will likely be placed on one teacher's classlist within each team. This does not make that teacher the "eLearning teacher" because remember, that is all of us. Instead, this just creates a more logical cohort that we'll continue to describe. We will refer to this class as Class V (to indicate that it is heavier with virtual learners.)
- This class will likely (if survey data stands true) have the vast majority of students as at-home learners and possibly a few at-school learners.
- This Class V teacher will have a few adjustments to duties during transitional times of day because of the fewer # of actual bodies present. For example, possibly assisting with dismissal duties or breakfast distribution, etc.
- Each of our elementary schools rotate through content-specific classes. The way each teacher will participate in Blended Learning is that when that Class V rotates to your room, you will have that block as your Blended Learning block. During that block each day, you will engage with your at-home learners through online content, live lessons, interaction small-group instruction via virtual platforms, monitor their activity, etc. Each teacher will have Class V, or a blended learning block each day. However, in this framework, you are not expected to try to juggle or balance both at-home and at-school learners all day, instead it is during a very specific, targeted time in which the class make-up is actually structured to make it more streamlined and supportive.
- Each team will have a schedule for their at-home learners to follow that mirrors the team's schedule at school. That means that office hours will be times throughout the day the student can expect to have access to their teachers during each block. So, try not to think of office hours as additional time,

it is the already-embedded content classes. We may need to consider changing the language from “office hours” to something else that better reflects our availability.

- Defining protective parameters and clearly conveying boundaries will be important to the health and time of teachers and staff. We will communicate clearly with parents who elect at-home learning about what they can expect with communication and responses from school.
- Content development for this blended learning will not fall solely on a few, instead we plan to work smarter not harder to evenly distribute this responsibility. We plan to have the grade-level content teams plan, develop, and share resources each week following the subject/grade pacing guide. PLC time will be utilized to facilitate this process. Some materials will be prepared ahead of time while others can be recorded as you teach or facilitated live.
- The related arts teachers can expect something quite similar. Related arts teachers will be asked to provide a Canvas lesson each week that students can access on their regularly scheduled day(s). Similarly, when Class V rotates to music (for example), the music teacher can explore live learning opportunities or interact with the virtual learners since fewer students will be present in the class.
- We realize that these at-home and at-school numbers will likely be fluid and changing throughout the year. The district expectation for families is to commit to a learning path for a nine-week period. However, we know that there will be exceptions to this or situations that require we make changes (possible cases, etc). As the numbers of at-home learners fluctuates, we feel that by having students assigned to a class per team, we should be able to absorb the transition without it really impacting your daily processes.
- If at-home learners are few in number, we may reevaluate how they are distributed between teams and classrooms.

Our elementary blended instructional model will continue to evolve according to ongoing guidance and additional planning.

Building Procedures and Faculty, Staff, and Student Care

Arrival from Bus/Car Riders (SEE CREATED SCHEDULE.)

- Dismiss buses in shifts and spread out
- Will use three entrance doors (two doors on north side and possibly cafe door)
- Release after cafeteria/car riders released
- SG - holding place in cafe/gym w social distancing designated spaces and all students masked

Backpack/Student Belongings

- SG students will take backpacks from class to class with all necessary materials
 - Grades 4 - 5: Carry backpacks in front

- Grade 6: Carry backpacks on backs with hands holding straps (If a student cannot manage, go with Grade 4-5 approach)
- Students are to carry necessary supplies with them; sharing is not advisable when avoidable

Breakfast in classrooms

- Clean up procedures (classroom routines)
- Eat at own seat space, wipe down when done
- Teachers will teach clean up procedures and monitor food points
- Teachers only to distribute; must wear gloves for food handling

Chromebooks & Headphones

- Teach procedures for wiping down devices and storing
- Encourage home Chromebook clean up in weekly classroom newsletters
- Encourage charging the Chromebook nightly

Passing period

Students will...

- Move clockwise and on the right of the hallway/stairwell
- Wear masks
- Rotate between content area classes
 - Procedure, wipe down upon exit (if wipes are available)
 - Travel with belongings in backpacks

Staff will...

- Follow procedures outlined by district administration and SG administration

Related Arts

Depending on class:

- Some will push into classrooms--Wellness and Chromebook Connections
- Some will be housed in their typical space--
 - Art with masked students
 - Music - only sing w masks
 - PE--outside if possible

Classroom Seating

- Create seating chart
- All desks/seats facing the front of the room
- Flexible seating will distance out and face forward
- Small Group - students masks (mask can come down when it is your turn to read; teacher with shield)

Community Circle (Meeting)- around room/masks

- Will not be in circle
- Will hold Meetings with students in desks
- Will follow programs provided by Mrs. Keeley and Mrs. Bastin for start of school year

Restrooms

- Classrooms will follow schedule
- Bathroom breaks will happen as a whole class
- No individual students to bathroom unless an emergency situation or medical documentation

Water

- Bring water bottle from home
- Re-fill from water fountains--teacher monitor
- No drinking from fountains

Hallway Travel

- Students are not to be in halls without adult supervision
- If a student is a behavior concern, teachers should contact Mrs. Fleming, Mr. Pugh, Mr. Long, or office
 - Staff member will come to the classroom to assess (and escort out if necessary)
- If a student is a health concern, teachers should contact Mrs. Fleming, Mr. Pugh, Mr. Long, or office
 - Staff member will come to the classroom to assess (and escort to nurse if necessary)
 - Once with Nurse, she will assess and determine next steps

Recess/Playground/Outdoor Experiences

- Teachers are to follow schedule for time and location of recess
- There may be a designated “No Mask” zone on the playground IF all pod teachers agree AND it is a space where students can maintain social distancing (i.e., four square, walking trail)
- If weather calls for indoor recess, please follow regular classroom procedures
- Students will need to wash hands upon return from recess and/or outdoor experiences

Cafeteria

- Mandatory - Hand washing before lunch
- Students will be socially distanced based on current COVID guidelines
- If enrollment numbers dictate change, students may eat in cafeteria or classroom based on schedule

Athletic/Extracurricular Events

- Extracurricular clubs can continue.
- Extracurricular Sports will follow MS/HS model

SPED/EL/Title 1

Use of IAs

- Flexible responsibilities to cover duties/assist with student coverage, etc.

IEP/ILP expectations

At school learners will:

- Use learning spaces (resource room, Title I, EL)
- Wear expected Masks/Face Guards/Shields
- Wipe down between student groups (if wipes are provided)
- Travel with teacher to and from learning space and in small groups

Trauma-Responsive PBIS & Restorative Practices

- Community Circle lessons/topics
- Meet with building-specific PBIS teams to revamp procedure plans to be inclusive of new procedures
- These plans need to include adults and children in needs assessment.

Building-Specific Policy Updates

Student movement should be provided (in real time) for contact tracing efforts by the Marion County Health Department

Attendance

- Teachers will follow building guidelines for recording On-Campus/E-Learning attendance
- No attendance incentives

Visitors to the building

- There are to be no visitors in building during COVID restricted period
- Parents picking up (wait in foyer and send students out)
- Guest speakers--none at this time
- Substitutes will be used when necessary

DISMISSAL

Bus (see schedule)

- SG - staggered bus dismissal
- Use multiple doors for dismissal

Cars

- Sit in cafeteria, masked, 3-6 feet apart
- Call names by walkie-talkies

District Policies

The Administration will make decisions based on recommendations from the Marion County Health Department and will communicate information in a timely fashion as needed.

(Example: Wearing Mask in public)

District Board Policy updates

- Athletics
 - BGCS will follow guidelines by IHSAA and MCHD in conjunction with the building athletic director.
- District will Livestream as many events as possible.

Attendance: Perfect Attendance Honors/Awards suspended for '20-'21 school year.

Contact-Tracing Apps and reports from stakeholders

- Utilize the Safety Hotline for reports of positive cases
- District MCHD Liaison:
 - Brandee Beikman: Will make and accept all calls from MCHD. She will also communicate with individual parents and families as needed.
 - Weekly information/reminder about self-check at home
 - Melody Stevens will update weekly on the Hornet Blast
 - Review CPS reporting with staff (research suggests there will be many with 911 calls to homes during quarantine)
- In the event that a staff member tests positive...
 - Communication to stakeholders, Marion County Health Department and IDOE
 - Closure will be based on information provided
 - Untested: 10 days since the first symptom and 72 hours fever-free
 - Tested positive-symptomatic: 10 calendar days since the first symptom, 2 negative tests at least 24 hours apart
 - Tested positive-asymptomatic: 10 calendar days without symptoms or a doctor's approval
- In the event that a student tests positive...
 - Communication to stakeholders
 - Building principals: Buildings will inform Dr. Bair, Dr. Keeley, Dr. Kaiser, Brandee Beikman, Melody Stevens.

- All Communication to stakeholders will come from the district office to ensure consistency.
- Marion County Health Department and IDOE
 - Buildings will inform Dr. Bair, Dr. Keeley, Dr. Kaiser, Brandee Beikman, Melody Stevens.
- Liability Communication
 - Student
 - Staff
 - COVID-19 Training for Staff

COVID-19 Federal Leave

- **Contact Mrs. Fleming and Dr. Keeley**

Other

- Outside facility Rentals: Outside rentals will be determined monthly.
- Decisions will be made on approximately the 24th of each month.

Athletics & Extracurriculars

- Activities - all summer activities are voluntary
 - All students and staff will be trained
 - Attendance tracking related to COVID 19 (using FinalForms)
- BGCS staff will wear masks
- Prior to participation, all first-time student-athletes are required to have an IHSAA pre-participation physical for the upcoming school year. Returning student-athletes are not required to obtain a new IHSAA pre-participation physical, but should provide a [2020-21 IHSAA Health History Update Questionnaire and Consent & Release Certificate prior to participation.](#)

August 15 and beyond

- If locker rooms or meeting rooms are used, 50 percent capacity is recommended (students cannot shower on campus, if the restriction to 50% capacity at competitive events creates hardship and impacts the hygiene or safety of students, a 50% or greater capacity is allowed)
- Hospitality rooms for officials should not include shared foodservice and should allow space for social distancing. Individual waters and pre-packaged snacks may be made available
- No sharing of towels, clothing, water bottles, etc
- Spectators, media, and vendors can be present but should implement social distancing and follow established mass gathering guidelines.
- Concessions may be sold if food handlers and cashiers use appropriate PPE and only prepared, prepackaged food is available

School Safety Plans (procedures to be determined)

- Fire
- Tornado
- Man-made

Beech Grove City Schools

Program Plan for Intermediate Education Grades 4 through 6

Intermediate grade students learn basic language arts core curriculum skills articulated in the Language Arts Curriculum Standards Guide adopted by the Board of Education.

Intermediate grade students learn basic mathematics core curriculum skills articulated in the Mathematics Curriculum Standards Guide adopted by the Board of Education.

Intermediate grade students learn basic science core curriculum skills articulated in the Science Curriculum Standards Guide adopted by the Board of Education.

Intermediate grade students learn basic social studies core curriculum skills articulated in the Social Studies Curriculum Standards Guide adopted by the Board of Education. Character education traits are integrated into the social studies curriculum.

Intermediate grade students learn related curriculum (art, music, physical education, social/emotional learning, and chromebook connection) skills from a staff of related curriculum teachers. Each student is assigned to one related curriculum experience each day. Throughout the course of the year each student receives nine weeks of instruction in each related curriculum area.

Intermediate grade students learn basic core curriculum skills in a continuous progress philosophy.

Intermediate grade students are assigned to heterogeneously grouped classrooms and taught utilizing a team approach to instruction.

Intermediate grade students are formally assessed in nine-week grading periods in each of the core curriculum areas.

Intermediate grade students with high ability levels are challenged to learn core curriculum skills at their level of ability. South Grove Elementary School follows the Beech Grove City Schools Program Plan for High Ability Students.

Intermediate grade students with low achievement levels receive remediation articulated in the Beech Grove City Schools Program Plan for Low Achieving Students.

Intermediate grade students participate daily in Success Period. Activities are focused on designated core curriculum standards. Teachers utilize a variety of instructional strategies that include enrichments and remediation activities.

Sixth grade students may elect band or choir as an additional learning opportunity.

Intermediate grade students with individual or group counseling needs are eligible for in-school counseling services.

Intermediate grade students with special education needs are eligible for in-school special education services.