
**GREENFIELD-CENTRAL HIGH
SCHOOL**



2011-2012

**FACULTY
HANDBOOK**

Greenfield-Central High School

Faculty Handbook

Introduction

Greenfield-Central High School is known statewide as an academically oriented, challenging high school, which has high standards for students and staff alike. To be a member of the G-CHS faculty is a distinction, for the teachers who make up this faculty are among the state's best. Program after program created by G-CHS faculty and administration has been recognized on local and national television, at state and national educational conferences, and by the Indiana Department of Education.

This handbook has been created to provide guidance to G-CHS teachers regarding policies, procedures, and common practices associated with carrying out the duties of being a member of our faculty. It is not all-inclusive, nor does any part of this booklet supersede the master contract as agreed upon by the Classroom Teachers Association and the Board of School Trustees.

The creation of this handbook resulted from suggestions made by teachers and from the recording of the daily tasks and duties expected by all professional staff. Questions regarding the contents of this document should be directed to the member of the Faculty Cabinet who represents you. Suggestions regarding revisions and additions to this booklet are welcome and should be made in writing for inclusion in next year's edition.

<h3>Basic Expectations</h3>

A G-CHS teacher begins each day with fully prepared lesson plans. Each class has a specific goal for the day which fits within the scope and sequence for the course being taught. Time in each block is fully utilized and planned. "Free days" during which no learning activities are planned are not acceptable. Teachers in this building are obligated to provide varied, interesting, and purposeful instruction every school day.

Teachers at Greenfield-Central take pride in themselves, their instruction, and their school. Those inevitable problems which occur with people and programs within the building are handled professionally. Discussion regarding problem situations is discreet and within the proper channels of communication. All interactions with parents and community members focus upon the positive aspects of the school and school personnel.

Mutual support and encouragement keep the G-CHS staff together and in harmony. New teachers and veterans work together to provide a top quality education for the youth in the Greenfield-Central Schools. Together, we keep students as our focus and quality instruction our continual goal.

Greenfield-Central High School

Mission

"Through a committed effort involving students, parents, and educators, we inspire our students to pursue an education which will equip them to be productive citizens in an ever-changing, competitive world."

Beliefs

We believe all students are important.

We believe in developing strong supportive relationships with students to foster academic and social success.

We believe in making learning relevant.

We believe in providing instruction from a diverse curriculum that aims at proficiency of content standards in all disciplines.

We believe in the value of professional growth and modeling life-long learning providing continuous improvement for teaching and learning.

We believe in providing a supportive, progressive, safe, and challenging educational environment.

We believe in grade integrity, the mastery of skills, and the importance of final exams.

We believe in the importance of timely communication with parents.

We believe in discipline policies which hold students accountable for their actions and that assist them in becoming productive citizens.

We believe all students should be provided remediation as needed.

We believe in offering every opportunity for our students to become successful.

We believe in challenging programs and curriculum that increase students' ability to demonstrate in-depth knowledge, understanding, and higher order thinking skills.

Greenfield-Central High School Vision

We will be an effective school, becoming a model of academic excellence *in all areas while developing independent life-long learners prepared for the future.*

EDUCATION BY DESIGN

The E4 Model

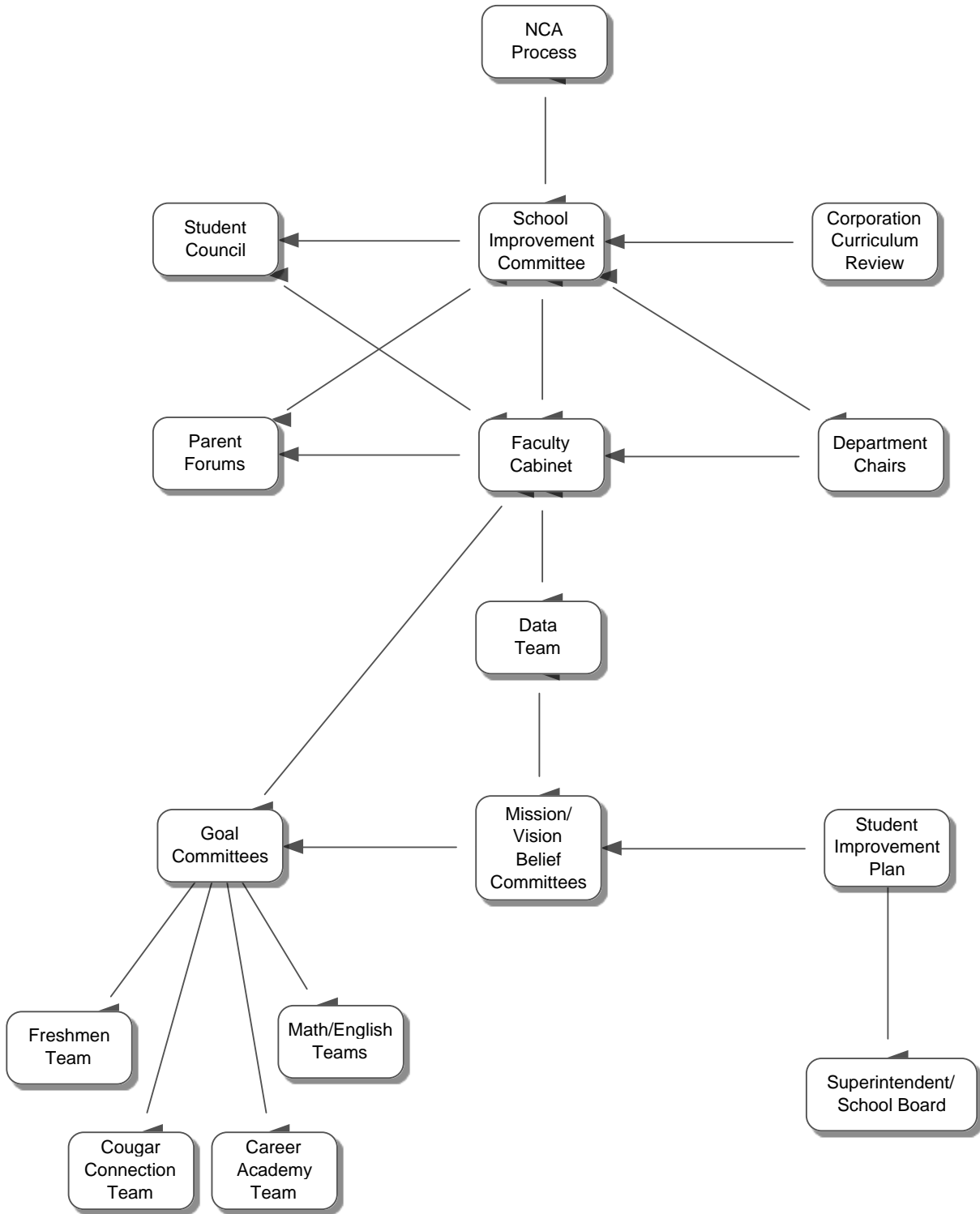
E1 - *Establish (Kindergarten – 3)—Learning habits, social habits, literacy and numeracy foundations, relationships*

E2 – *Engage (4 – 6) – Interactive learning, social etiquette, technology, relationships*

E3 – *Explore (7 - 8) – Expanded content areas, rigorous skills/concepts, career/vocation awareness, extra-curricular experiences*

E4 – *Equip (9 – 12) – Independent living skills, career/vocation pre-requisites, diploma credits, extra-curricular successes*

Greenfield-Central High School School Improvement Organizational Structure



Revised August, 2011

School Improvement Attainment

In 2006, Greenfield-Central High School was designated as one of the “Indianapolis Metro Best Schools.”

In 2008 – Greenfield-Central High School’s Bio-Med and Pre-Engineering academies were named the top programs in Indiana and one of the top 15 in the United States.

In 2008 Greenfield-Central High School was named a Gold Star School. The process of school improvement through narrowing achievement gaps has been the cornerstone of the Gold Star Program. The School Improvement Process through PL 221 has partnered with the Gold Star program to provide school-wide goals/strategies that are developed by all stakeholders.

In 2009 – Greenfield-Central High School exceeded all Indiana Report Card state averages in every category and made AYP in all areas.

In 2010 – G-CHS Graduation rate will exceed by a minimum of 3% the 2009 rate. We also exceeded the state average for attendance. End of Course Assessment results, when received, will be used to determine interventions and curricular content. This year is the third year for Writing Benchmarks, therefore, empirical data will be collected to determine individual and cohort growth. In 2010, we introduced NovaNet credit recovery software and saw an increase in student success in completing graduation requirements. Renaissance program has been introduced to the entire student body through recognizing students in a more public manner. This year is the final year for the Math ISSMART program. We expect to see students perform better in problem solving and applications of math concepts. This past year SAT scores exceeded state average; and, were the highest in Hancock County. Finally, the Bio-Med Academy will introduce its fourth and final course in 2010-2011; and, Project Lead the Way Pre-Engineering is in the process of obtaining grants and donations to introduce to its final and last course, Manufacturing Engineering.

In 2011 - G-CHS was placed on probation (PL 221) for the first in school history. The DOE only used ECA Algebra I and English 10 to determine this year’s status. The new End of Course Assessment results were compared against the 3-year average of 8th grade results. The state average for the difference between these two sets of scores was a deficit 10% (approximate for both). G-CHS scored in the 60-70% range and was less than greater than 0 on improvement. G-CHS also did not make AYP due to all categories not having > 95% participation on both assessments. The graduation rate was 90.7% for the Class of 2010 but was not used for PL 221 category determination. In November of 2010, led by and administrative intern and the Faculty Cabinet, a process to create a highly collaborative school improvement initiative with all stakeholders. The new 2011-12 three year plan will be a grass-root product that is owned by all who developed it. Teams are set to work on data and gaps in the four areas that will be used in the impending DOE High School Accountability Model that will be used in 2012-13. The areas of focus for t evaluation and our own plan will be Math and ELA results, graduation rate, and college and career readiness. G-CHS also began assessing students in math and English on-line with Acuity for Algebra I and local generated writing benchmarks and reading comprehension. 2011 saw more students in our new credit recovery program. Our Bio-med Academy completed its fourth year with adding it’s Capstone course and Advanced Manufacturing with certification in our TE department was introduced to students.

After School Involvement

Not every teacher is a coach, and activity sponsorship or coaching is not a requirement for teachers. However, some type of after school involvement with students is an advantage to any classroom teacher. Students have a need to be known as people, not just students. The after-school environment is conducive to becoming acquainted with students on a different level.

Simply watching students participate in athletic events is important. Likewise, attendance at plays and concerts is noticed and appreciated by both students and parents. Ideally, every teacher sponsors some type of after school activity, but when this is not possible, teachers make an extra effort to attend student events.

We believe that after school involvement in some manner will lead to building strong student-teacher relationships.

Announcements

Daily announcements will be typed each day and distributed by E-Mail. Teachers may print announcements from their E-Mail if needed. Teachers wishing to have an announcement printed should provide a clearly written, signed announcement to the executive secretary by 11:00 a.m. Please do not take announcements to the TV studio.

Students on TV will give the announcements on Monday, Wednesday and Friday during Cougar Connection. The TV/imager in the classrooms should be set on channel 95. Teachers are to direct their students to remain orderly and to pay attention during announcements.

Each day will begin with the Pledge and a moment of silence. Students have a right to not participate in the Pledge; however, they are not to be disruptive during the Pledge and moment of silence.

End of day PA announcements will occur near the dismissal bell to call students to the office to communicate postponements and/or special information from the administrative staff or our receptionist.

Appliances

Teachers are not to have microwaves, hot plates, refrigerators, space heaters or other like electronic items in their rooms. Refrigerators and microwaves are available in the faculty lunchroom and mailroom. Any exceptions to this policy need to be approved by an Administrator.

Attendance (Staff)

The master contract provides an allowance for personal illness and personal business days. The corporation also encourages staff development through attendance at workshops and conferences. However, any day missed by a teacher

has a significant effect on student instruction. While substitutes are generally dependable and will follow directions, they cannot duplicate the quality instruction provided by the regular teacher.

Professional days are not considered to be teacher absences if they are approved in advance through the proper channels. When a conference or workshop is approved, it is not necessary for teachers to take personal days.

Teachers leaving during prep period must notify the office. Prep periods are not to be used for personal tasks. If a teacher has a valid reason to leave during their prep time, they must sign-out at the receptionist's office.

When considering a non-essential day away from school, please remember the students. They depend on you and need you to be there every day, if at all possible. Being on a Block schedule makes teacher's attendance even more critical!

Block Scheduling

The 1996-97 school year was the first for the G-CHS block schedule. It was implemented after extensive in-service sessions, careful planning, and many school visitations. The block schedule requires teachers to adapt their teaching style to accommodate the longer class periods. In 2003, an extensive evaluation from an outside source recommended we continue the Block 8 format. See recommendations below:

There are some basic expectations for instruction during the block. These include the following:

1. Each block has three distinct parts.
 - a. Think of these parts as separate class periods.
 - b. Vary the content and activity for each part.
 - c. Ensure that students are active participants in at least one part.
2. Carefully monitor the use of time.
 - a. Long periods of seat work are not effective.
 - b. Try to interact once with each student.
 - c. Be aware of the varying styles of learning in your classroom.
3. Combine concepts, compact content, and point out interrelationships in the curriculum.
 - a. Mastery is the goal.
 - b. Coverage is not mastery.

- c. Continually check for understanding.

The purposes for the block schedule include improved instruction and lowered stress among both students and faculty. The faculty is meeting success with both of these purposes. There is a great potential for innovation, cooperation, and student success in the block. G-CHS teachers are striving to achieve this potential.

CADET PROCEDURES

It is very important that cadets understand their role as service oriented. All staff should strive to keep cadets in assigned classroom areas. Student Services will strive to keep cadets out of classrooms and minimize interruptions.

- **Cadets are not to enter the Copy Room/Mailroom before, during or after school.**
- School personnel may have one cadet per semester who will be assigned during the teacher's 90 minute preparation period.
- Requests for cadets will be placed at the beginning of each semester with Mrs. Kemerly.
- School staff will be expected to insure that cadets are busy, in their assigned work areas, and carrying out their duties in an acceptable manner.
- Cadets may only grade papers that DO NOT have student names on them. Cadets may not record grades.
- Other cadet duties could include copying papers (after training), cleaning desks/boards, other errands, display cases, calendars, etc.
- Teachers are not to lecture cadets when they enter the room.
- Cadets are not to go to rooms in pairs.
- Cadets are to remain in their assigned areas unless sent by the supervisor on an errand. If there is no work for cadets to do, they are to study and not wander the halls.
- Cadets abusing the privileged status will be returned to Enrichment Block for the remainder of the semester. Cadets cannot grade papers, record grades in the grade book or enter them in the computer.
- The minimum GPA for students is 2.5, and must not be on an attendance contract.

*Office cadets will also provide School Service both inside and outside of school. They will serve as mentors to the Freshman class. They will serve as student ambassadors outside of school and will be required to serve a minimum of 1 after school event per semester at school functions such as Awards Ceremonies, Banquets, Concerts, Competitions, or any other school functions. **Cadets will need to complete all service hours by Spring Break or can be returned to EB for the rest of the school year.** These students will also participate in leadership training activities periodically during school.*

Calendar

Teachers needing to reserve a room for a function should contact Mrs. Hiller. Mrs. Hiller will schedule all special events in the Cougar Meeting Room,

Blue/Gold Room, Library, Café, Auditorium and any classrooms for after school events. These events will be placed on the G-CHS Master Calendar in Outlook.

Contests or other special programs requiring use of the facility on weekends or after school should be scheduled with Mrs. Coleman.

Persons wishing to host an event in the Auditorium must also contact Mr. Jacobs. A special instruction sheet must be completed for all events in the Auditorium.

Persons wishing to reserve Athletic Facilities must contact Mr. Laker. Mr. Laker will keep the Athletic Facility Use calendar.

Persons wishing to reserve Computer Labs must contact Mrs. Clark in the Library. She will reserve labs for testing as well as classroom assignments. This computer lab calendar will be kept in the Library.

Fundraising events must be scheduled with Mrs. Coleman. Fundraising forms are available in the Teacher Folder.

Care of Facility

This facility includes many carpeted rooms, newly painted walls, and various surfaces which may or may not accept tape, tacky substances, etc. To keep our building looking new as long as possible, please follow the guidelines below:

1. No candy, drinks, or food are permitted in carpeted areas. *Food and drinks must be consumed in the cafeteria, Blue/Gold Room or the CMR.*
2. Chewing gum may be permitted by individual teachers; however, its use is discouraged. Students are expected to dispose of gum properly—wrapped in paper and placed in waste containers.
3. In the classroom painted drywall will not accept tape or tacks. Tacky substances should be tested before use to ensure no marks are left. Block walls will accept tape. Tacks should be used only on tackboard designed for that purpose.
4. Framed art may be hung on drywall if it is intended to remain on a permanent basis.
5. Custodians wash chalkboards and dust once weekly, in addition to the daily vacuuming and trash removal. Teachers requiring more frequent attention to their chalkboards may wish to arrange for student help for this purpose.
6. Report any spills immediately to the office.
7. **No signs on the glass or decorative brick. Cork bulletin boards are available for signs and information.**

Cell Phone Policy (Students and Staff)

Students CANNOT use a cell phone during school hours (8:30AM to 3:25 PM) except for lunch. *Phones are to only be used in the cafeteria during a student's scheduled lunch time.* Teachers are not to look at information on student cell phones.

Teachers are discouraged from using cell phones in their rooms.

Teachers are not to view any information not related to instruction on student cell phones. Teachers are not to participate in social blogging, texting, emailing with/to students.

Teachers are to leave their desk phones on during class so that contact can be made in an emergency. Do not use DND on your phone.

Child Abuse

See Child Abuse Policy in *Teacher Folder*

Communication

Open communication is essential for the proper operation of a high school. G-CHS teachers share concerns, make suggestions, and communicate successes with the administration. Administrators observe teachers frequently, solicit teacher input, and involve teachers in decisions which affect them.

Administrators have an open door policy, and teachers are encouraged to walk in at any time. However, some interactions involving administrators, parents, students, and teachers are private in nature. These require a closed door. Teachers who encounter a closed door should ask a secretary for an appointment. A meeting will be scheduled, or the administrator will visit the teacher needing assistance.

Professional educators frame concerns, criticisms, and complaints in a constructive manner, sharing them only with those who are in a position to address them. G-CHS teachers avoid negativism, and understand the importance of a positive outlook.

Teachers will receive request for information or information itself through email from Cabinet and Department Chair and Administration/Office Staff. Staff will receive Weekly Update from the principal with calendar items and pertinent information. **The principal will expect Cabinet and Department Chairs to communicate to members of the departments/faculty.**

Computers

Every teacher has a computer workstation on his/her desk. This computer will be used for word processing, e-mail, on-line research, library research, attendance taking, grading, and many other tasks.

Students and staff are required to have an Acceptable Use Form on file in order to access the Internet.

Other computer workstations will be placed into classrooms for student use. The goal is four student stations in each classroom.

There is a computer lab which is not scheduled for daily use by specific classes. The lab is located in room 1222. It is available to any teacher who needs his/her

whole class on computers at one time. It may be scheduled for time periods of up to three successive blocks, for example, G-1 on Monday, Wednesday, & Friday. **All labs will be reserved through the library staff.** There are several computers in the library. Rooms with computers that can be scheduled when not being used by a respective department are: D120, D126, and D127.

The care of all equipment in the computer labs is the sole responsibility of the teacher using the computer lab during a specific block.

COUGAR CAFE

Cougar Café is a wireless, tutorial, remedial area at the main entrance of the school.

A teacher coordinates the program with several teachers that are assigned to the lab during their duty time. See Cougar Café guidelines on line.

In addition, the Cougar Café is the home of credit recovery and the new on-line high school.

Curriculum Process

Teachers wanting to recommend a new course are to have the course approved by their respective department by September 15 of the year prior to its implementation. The recommendation is approved by the Faculty Cabinet by October 1. The recommendation for a new course goes to the school board for approval in November. A form, on the Public Folder, is to be used when making the recommendation.

Daily Schedule

Days are designated as **Blue** and **Gold** for the entire year. When school is not in session on an assigned day for any reason, the return day is the originally scheduled day. The first student day of school will be a **Blue** day.

A signal is given from the p.a. system at the beginning and end of each block and at the beginning and end of each lunch period. Teachers are careful to observe these times. Students remain in classes for the entire block including before and after their lunch periods.

Teachers always adhere to the lunch period to which they are assigned. Those who are in lunch two (split class) may occasionally trade lunch periods with another teacher on big test days or at other necessary times. Teachers wanting to exchange lunch periods are to make contact with the teacher with whom they are exchanging classes. Further, an administrator should be aware of the exchange.

This is done to keep the numbers of students at lunch reasonable. Lunch overload is a disservice to both students and food service personnel.

Department Meetings

Department Chairs will meet with administration at least eight times a year. Chairs then are to meet with members of their respective departments within a week of the scheduled department chair meeting either before or after school.

Dress Policy (Staff)

It is each teacher's responsibility to dress professional every day with the exception of pay day and designated benevolence Fridays. Teachers are to wear school colors blue/gold tops on jean days.

Drug Testing

Beginning in August 2008, the Greenfield-Central Community School Corporation began the Random Student Drug Testing Program for students in grades 7-12 who are involved in extra-curricular activities. Students and their parents will be asked to sign the random student drug test consent form in order to participate in activities such as athletics, clubs and academic teams. The program will also include students who choose to drive to school. Random student drug testing has shown to be a motivating factor for students to avoid drug and alcohol use. It also serves as another reason for students to make good choices and stand up against peer pressure. The implementation of the program will be a great opportunity for all students involved in extra-curricular activities to stand together against drugs and alcohol.

Procedure

Each month, a small sample of students will be randomly selected by the corporation's contracted testing company. An administrator will retrieve those students and bring them to a secure location (ex. planetarium).

Students will be instructed to read or study quietly. Students will then be escorted in pairs to the mobile testing unit. Those students will be asked to provide a sample in a private and secure setting. When the student has completed the test, he/she will return to class. The sample will then be sent to a laboratory for testing, which will take seven to ten days. Students who test positive for a drug, tobacco or alcohol, will be notified along with his/her parents.

Consent Form

Students were given the random student drug testing policy and the consent form on line. We will maintain a database of all students who have turned in a consent form. If you sponsor any extra-curricular activities, please make sure that each student has a consent form on file. Students must have a consent form on file before they can participate in any extra-curricular activities.

We believe this program will have a positive impact on our students, schools and community. This is going to be a great year!

Employee Hazard Complaints

In an effort to allow the employees of the Greenfield-Central Community School Corporation a method to express concern on health and safety issues, it is necessary to notify all employees of the corporation that if a condition exists that they conceive to be hazardous the following steps are to be taken in a timely manner, not to exceed one (1) working day:

1. The individual is to immediately contact the building office with a written complaint.
2. Upon receipt of the written complaint, the building Principal is to verify the situation with the complainant and examine the alleged hazard.

The building Principal is to forward a written report to the Director of Buildings and Grounds that contains the following information:

- A. A copy of the original written complaint.
- B. A copy of the written results of the examination by the building principal.
- C. Any additional information or evidence related to the complaint.

ENRICHMENT BLOCK

Enrichment blocks will be in teacher classrooms during all blocks. To ensure continuity and discipline, the rules for enrichment blocks will be very similar. Because of the number of students that will be in the EB, there must be stricter enforcement of all school rules.

SLEEPING, DISRUPTIVE BEHAVIOR IN ENRICHMENT BLOCK OR NOT BRINGING MATERIALS TO ENRICHMENT BLOCK should be dealt with by the teacher on an individual basis, as there may be logical explanations for some behaviors.

Extra-Curricular Activities

Students not in attendance for at least two blocks will not be permitted to participate in or attend any school sponsored activity that day. Any student sent home from school during the day due to illness shall not practice or participate in any activity that evening. An "activity" is defined as any practice, performance, game, meetings, etc for any school approved organization, including all teams, clubs, bands, etc. Exceptions for planned appointments and other emergencies shall only be granted on an individual basis by the principal, assistant principal or athletic director.

EXTRA-CURRICULAR CLUBS AND ORGANIZATIONS

Student Club/Organization Code of Ethics

All Student Clubs and Organizations are encouraged to have written by-laws that are shared with students each year. All by-laws must be approved by the Activities Director at the start of the school year. If a Club or Organization does not have their own by-laws, the following must be adhered to:

1. Students involved in Extra-Curricular/Co-curricular activities should demonstrate good citizenship both in the school and community. **Students convicted of a felony will be removed from the activity for 365 calendar days. Any student convicted of a misdemeanor will be removed from the activity 42 calendar days. Any student charged with a crime will be suspended until cleared by the police or the courts.** The student will have the opportunity to appeal to clubs' executive council.
Executive Councils should be made-up of elected officers and/or other designated members as assigned by the adult sponsor.
2. Must pass 70% of course work for a 9 week period-student will be removed from organization with the opportunity to appeal to the club's executive council.
3. If caught with drugs/alcohol of any form (including over the counter medications), student will be removed from the club/organization. The student will have the opportunity to appeal to the club's executive council.
4. Any student running for an elected position for a club/organization must obtain 1 teacher recommendation and 1 activity recommendation. (coach, club, youth minister, etc.)
5. Each sponsor and executive council will set club/organization attendance policy.
6. Students who receive behavioral referrals that lead to ISD all day, OSS, or expulsion (assigned by administration) will be removed from the club/organization with a chance to appeal to that club/organizations executive board.

IF A STUDENT BELONGS TO A CO-CURRICULAR CLUB/ORGANIZATION (EX. BAND, MUSIC) AND FAILS TO ABIDE BY THE ABOVE REGULATIONS THEN HE/SHE WILL NOT BE ABLE TO PARTICIPATE IN PUBLIC PERFORMANCES AND WILL HAVE TO MAKE-UP THE PERFORMANCE. THE DIRECTOR WILL DETERMINE THE MAKE-UP WORK.

Extra Curricular Clubs/organizations at G-CHS

Academic Decathlon	Aspire
Academic Super Bowl	Band Leadership Team
Academic Quiz Bowl	Battle of the Books
Academic Brain Game	Belle Voce Choir
Ambassador – Cadets	Blue Fusion Dance Team
Arrow	Business Professionals of America
Art Club	

Cadet Teachers	Leaders to Go
Catamount	Leadership Hancock County
Cheer Team	Madrigal Choir
Chess Club	Math Club
Comedy Sportz	Marching Band and Guard
Concert Band	Mentor Protege
Concert Choirs	National Art Honor Society
Cougar Productions	NASA
Cougar Review	National Honor Society
Culinary Club	Pathfinders
Drama Club	Quill and Scroll Society
Eco Club	Science Club
Fellowship of Christian Athletes	Show Choir (Pop Swing)
FFA – Future Farmers of America	Spanish Club
Foreign Exchange Programs	Spanish Honor Society
F- 1 in Schools	Speech Team
French Club	Spell Bowl
French Honor Society	Student Council
Freshmen Choir (boy's and girl's)	Student Leadership Academy (SLA)
Freshmen Mentors	Sunshine Society
FCCLA (formerly Future Homemakers of America)	Super Mileage Team
German Club	Table Tennis Club
Indoor Percussion	Technology Club
Interact Club	Theatre
Japanese Club	Thespian Society
Jazz Band	Vex Robotics Team
Junior Statesmen of America	VOICE
Key Club	Winter Guard

Women in Engineering

World Language Council

- Definitions of each club are listed in the Student Handbook
- **New for the 2010-2011 school year, students are required to pay a \$10 Activity Fee for each activity they join. All students must be current in state required immunizations in order to participate.** Sponsors will collect all dues, including the activity fee, and deposit all money in their ECA account. As well, ECA membership lists should be given to the attendance secretary by the third weeks of September and January. In September and January, withdrawals will be made from each ECA's account for the corporation Activity Fee. It is important that sponsors provide current and accurate member lists at this time.

Facility Use

In order to use the school facilities during or after the school day, teachers are to complete the required paper work. For athletic facilities, see athletic office; for auditorium, see the auditorium director; computers, see librarian; all other (CMR, cafeteria, classrooms, etc,) see front office receptionist.

Faculty Meetings

Faculty meetings are held monthly on the third Thursday of the month at 7:30 a.m. unless otherwise communicated in the Library and are approximately one hour in length. Meetings are also conducted on teacher workdays. Any school-related topic can be addressed at faculty meetings. To ensure inclusion of a topic, teachers should consult with one of the administrators at least one day prior to the meeting. Open discussion is also welcome, and the agenda always has a spot for this purpose. This year, there might be more than one meeting a month for the purpose of goal setting/school improvement discussions.

All G-CHS faculty members must attend all faculty meetings. Contractually, administrators can meet with teachers for 16 hours after the teacher day. Eight hours will be spent on formal faculty meetings, four hours for SIP/NCA/PD, and four hours for departmental meetings before or after school.

Field Trips

Occasionally, field trips can be a valuable addition to the regular curriculum. Real-world experiences often have a greater instructional benefit than any amount of classroom activity.

Unfortunately, field trips which last longer than a single block are disruptive to the teachers and students left behind. For this reason, it is necessary to limit longer trips to two per department per year for small departments and three per year for large departments.

Permission slips are required for all trips outside the building. Copies of student's medical release forms are to be taken on the field trip with the teacher. Transportation arrangements are requested two weeks in advance of the trip and should be turned in to Mr. Bryant. Appropriate forms are available in the teacher work room.

No field trips after May 1.

It is the responsibility that teachers inform staff at least one-week in advance of the trip and that students on the list are:

- not on attendance or behavior contracts (See Discipline Secretary)
- passing all classes the student is enrolled the day of the trip
- have passed ISTEP/End of Course Assessments

All students must be transported to any school related activity outside the school district by certified staff member. Any deviation from this policy must be approved by the high school principal.

Forms

To enable proper records to be kept, and to protect teachers from possible liability issues, there are several necessary forms teachers complete from time to time.

Following is a list of the forms which are available in the copy room or from Mrs. Alldredge. **Most of these forms will become available through Cougar Access.**

- Report of Teacher Absence
- Request for Personal Business Day (Central Office will only accept this form on the lavender paper)
- Request for Special Transportation
- Request for Fundraising Activity
- Dance Permit
- Field Trip Request
- Request for Custodial Assistance – **E-mail Assistant Principal with requests**
- Conference/Workshop/Visitation Follow-Up
- Application For Workshop/Conference/Visitation
- Request for Guest Speaker
- Student Permission Slip for Field Trip
- Reservation for Cougar Meeting Room/Conference Room

Fundraising

ALL fundraising requests are to be given to the assigned assistant principal. This policy includes all athletic, music, clubs, class, and parent booster organizations. Forms are available in the mailroom or teachers can e-mail the Student Activities Director.

Goal Setting

All teachers are to write professional goals by October 1. Department goals are due no later than September 15. Goals and strategies are to be written that are:

Time bound

Measureable

Aligned with department goals

All goals but one are to be aligned with the School Improvement Plan

All goals will be self-evaluated with a reflection on each goal at the end of the year

Goals are to be on-line under respective departments in drive designated by the building's Tech Resource Person.

Grading

The fair and accurate evaluation of student academic performance rests solely on the shoulders of the classroom teacher. Teachers adhere to the following guidelines when determining student grades:

1. Grading criteria are announced in each teacher's course syllabus.
2. ***A minimum of one grade per week should appear in PowerTeacher. If a project is a large part of a grading period grade, then benchmark evaluations relative to the project need to be given to show progress to students and parents on the project.***
3. A variety of performance indicators are used to determine grades.
4. Objective data is a part of all evaluations based on student performance on what the students know and/or can do.
5. Students may not grade another student's work.
6. Students may not record another student's work in a grade book or on a computer.
7. The maximum percentage is 100 percent for an A+. The minimum percentage for an F is a zero.
8. Extra credit is to be given for work that enhances the learning of material in the approved curriculum. A student's grade shall not increase more than one-half of a letter grade of the student's final nine-week grade.
9. Most classroom work should be graded within 48 hours of the assignment, quizzes, tests, etc. Major projects or other large writing assignments, etc. are to be graded and reported within 7-10 days. All grades are to be entered in PowerTeacher within 24 hours of being returned to students.

Grades are to be meticulously recorded. Teachers must use the PowerTeacher computer grading system, which interfaces nicely with our administrative software program. PowerTeacher Sheets are to be turned in at the end of the semester. Parents and students can view grades via the Internet through PowerSchool. The corporation will not furnish traditional grade books for teachers. The purchase of grade books will be a departmental decision from allotted 411 teacher funds.

Final Examinations

At the conclusion of each semester, teachers give final examinations in all classes. Comprehensive testing is required. Teachers check to see whether course objectives have been met, and whether most students have achieved the minimum competencies for the course. Writing assessments, projects, speeches, etc. can begin prior to the scheduled exam days providing students are completing some form of assessment on those scheduled days.

The semester grade is the only grade reported for a student's transcript. This grade is an average of the student's performance over the entire eighteen weeks of a class. The grade will be represented by both percentage and letter grade, and will be placed on a permanent record provided by the administration. A semester exam will be given, and shall count 10 percent of the total eighteen-week grade. A 9-week grade will be reported to students as well as midterm grades.

Teachers are to encourage students to be in attendance during exam days and that they know the grade impact they have on their semester grade.

There are to be common assessment for semester exams where there is one course taught by more than one teacher. The assessment should be objective and count for at least 50% of the total exam grade.

G-CHS Grading Scale

<i>A+ 100 -99</i>	<i>C 76-73</i>
<i>A 98-93</i>	<i>C-72-70</i>
<i>A- 92-90</i>	<i>D+ 69-67</i>
<i>B+ 89-87</i>	<i>D 66-63</i>
<i>B 86-83</i>	<i>D- 62-60</i>
<i>B- 82-80</i>	<i>F 59-0 (maximum of 59 – teacher discretion)</i>
<i>C+ 79-77</i>	

Guest Speakers

Guest speakers provide valuable insights and information to students. Their "real world" experiences can mean more to students than the standard classroom activities.

Faculty members always inform the administration of guest speakers. This enables the office staff to welcome and guide the speaker to the appropriate room. It also helps protect teachers from any personal liability in the unlikely event a speaker should somehow act inappropriately.

Hall Passes

For the safety of students and staff, corridor passes are required when students are outside their assigned area during class time. Passes include the correct date, the time the student left his/her assigned area, and the signature of the adult

responsible for the student. These are located on the weekly pages of the student handbook.

The *office passes* are marked “when convenient” or “immediately.” Teachers are careful to read each pass and notify the appropriate students when they are to report. Teachers always honor those passes marked “immediately,” by sending the requested student right away. When students are being tested, teachers wait until the student is finished before sending him/her.

Teachers are to place only one student’s name per EB pass or any other pass to leave an assigned area. Once a student has a pass to leave enrichment – they are to remain in the area to which they are assigned to attend according to the pass the entire period.

Health Services

The Health Clinic is staffed by a Health Assistant and is available to student use when necessary, during regular school hours. If a student becomes ill, has an accident or other emergency, the student should report this to his/her Teacher. If it is an emergency or if the student is too ill to walk alone to the Clinic, the Teacher should call the Clinic and if no answer, call the Front Office for immediate assistance. If the emergency is life-threatening, the Teacher should first call 911.

When the situation is not an emergency but leaving class to see the Health Assistant seems warranted, the Teacher will refer the student and issue a pass to the Health Clinic. The Health Assistant then determines if there is a need for immediate medical referral and/or parent notification. Otherwise, the Health Assistant will provide basic first aid and send the student back to class. In certain situations, the student may be allowed to rest in the clinic for up to 15 minutes; if the student is unable to return to class after 15 minutes, the parent will be contacted for possible arrangements to be made for the student to go home.

The Teacher needs to be aware that if there is a backlog of students waiting to be seen by the Health Assistant, there may be a delay for non-urgent problems to be handled. The Teacher is encouraged to alert the Health Assistant if he/she notices a student having a pattern of frequent requests, so that others, e.g., Counselor, Assistant Principal, and/or Parent might be consulted. The school nurse is to call the teacher that sent the student to the clinic if the student is to remain there the entire period. In most cases, a reliable student should be sent with a student to the clinic if the student is seriously ill – use common sense and best judgment.

Identification Tags

All staff will wear their nametags during the school day. Name tags are made from the picture that is taken on picture days the first week of school.

IMAP (Indiana Mentorship Assessment Program)

First and second year teachers are enrolled in this professional growth program. Teachers meet once a month to share experiences and discuss

literature pertaining to new teachers. Teachers in their second year share the progress of the state mandated portfolio.

Incentive and Awards Programs

Several incentive and awards programs have been developed to recognize students and staff for their efforts:

- Character First
- Renaissance Program
- Academic Achievement/Influential Teacher Night
- National Honor Society Induction
- Spanish Honor Society Induction
- National Art Honor Society Induction
- Academic Honors Hall of Fame Induction
- Underclass Awards Program
- Senior Honors Night
- Celebrate Excellence Program
- Athletic Awards Night
- Instrumental Awards Night
- Charley and Thespian Awards Dinner and Program
- Choral Senior Pops and Farewell Night
- Employee Recognition Program
- Quill and Scroll Induction
- Student Leadership Academy Graduation Program
- **Academy Capstone Celebration Dinner Nights**

Leadership Development Programs

Several leadership development programs have been developed for faculty staff and students:

- Student Leadership Academy
- Freshman Leadership Pathfinders Program
- Senior Leaders to Go Program
- Hancock County Youth Leadership Program
- Hancock County Adult Leadership Academy (by appointment)
- State Mentorship Training
- Student Council
- Senior Council

Mailroom/Copy Room Procedures

Teachers need to help ensure that non-school personnel are *not* allowed in the mailroom/Copy Room area. We will be posting confidential information in this area for teacher use. Copying will be available between the hours of 7:30 a.m. and 4:30 p.m. in the Cougar Café and from 8:15 a.m. to 3:30p.m. in the Library.

Medication

Medication law...

1. Provides that a school corporation's discipline policy must allow a student with an acute or chronic disease or medical condition to possess and self-administer medication that must be administered on an emergency basis while the student is on school grounds or off school grounds at a school activity, function, or event if the student's parent files an annual authorization that includes a written statement from the student's physician for the student to self-administer the medication.
2. Prohibits a school from sending medication home with a student.
3. Specifies an individual to whom medication may be released.
4. Allows a school to send medication home with a high school student if the student's parent has given written permission.
5. Provides that a school or school board is not civilly liable for damages as a result of self-administration in compliance with the law except for gross negligence or willful and wanton misconduct.
6. Requires a school superintendent or designee to immediately notify law enforcement authorities if a student brings a firearm or bomb onto school property or is in possession of a firearm or bomb on school property.
7. Provides that the superintendent or superintendent's designee may give similar notice if a deadly weapon other than a firearm or bomb is involved.
8. Requires a law enforcement agency that receives notice from a superintendent to investigate and take appropriate action.
9. Removes a requirement that the superintendent notify the county prosecutor in similar situations.

Off Campus Placement (formerly OSS)

The Administrators will email all teachers concerning those students who are in OCP. The email subject line on OCP will read —student name/OCP. If the student is yours, open and respond, if not delete. Homework and assignments requested for OCP are to be supplied to the appropriate persons. A two-day lead-time will be provided if possible.

Parents

Communication with the parents of our students is an integral part of providing instruction. Teachers at this high school make it a point to establish some form of

communication with the parent or guardian of every student. The point of the contacts with students' homes is to demonstrate the care and interest we have for our students. Teachers inquire regarding students' attitudes toward class, whether the student is working on the class at home, and invite questions.

Faculty members always contact the parents of students who are failing before it is too late to save the grade. No students receive F's without having had their parents contacted ahead of time. Parents are also contacted any time a student has made a significant change in his/her academic performance. Dramatic improvement or precipitous drops in performance by individual students are always reasons to call home. Teachers are to log every phone call to a parent for future reference in the event there is an issue with a grade, etc.

Parking

Teachers and other staff park in the designated areas around the building. Staff is provided with a current tag to suspend from their rear view mirror. Some spaces are reserved exclusively for visitors and particular staff members who have a need to leave the building frequently. **Due to growing student enrollment, students have been allotted 25 spaces at the north end of the East faculty lot.** There will be no parking on the south side of the building at any time.

Passport to Success Program (Freshmen Team)

G-CHS makes intentional efforts to provide our 8th graders with many opportunities to help them transition to the high school. Listed below are the programs that we offer our in-coming freshmen:

Existing Greenfield-Central High School Freshman Transitional Programs:

- 8th Grade Parent Night/ECA End Zone – January/February
- Freshman Orientation– August
- Shadow Day – April/May
- 8th Grade Graduation/Awards Programs - May
- Scheduling meetings with HS/JH counselors – January/February
- Passport Program
 - ✓ Pathfinders Leadership Development Program
 - ✓ Cougar Cafe
 - ✓ NovaNet
 - ✓ Learning Lab After School
 - ✓ Freshmen Team Concept
 - ✓ Common Plans and Assessments
- Freshmen Mentoring Program
- Summer Freshmen Gap Analysis 2-Day Workshop

- Freshmen Team – 7 Teachers, Principal (Coleman), Counselor
- ARROW Program
- Core 40 Scholars Program
- Athletic Directors monthly meetings
- Collaborative opportunities among Junior High and High School teachers, administrators and counselors to discuss better consistency and continuity: Student Code of Conduct, Grading, Homework, Curriculum Alignment in Core Areas

Plan Books

Teachers are provided a plan book if they inform their department chair when ordering supplies in the spring. The books are organized to fit our block schedule. Teachers always have these books completed a week or so in advance of the activity.

Careful planning is a necessity for appropriate instruction. The administration may ask for evidence of planning (plan books or other methods). The plan book is also important for substitute teachers to check when a regular teacher's absence is unexpected.

Prep Time

Prep time is to be used for grading, planning, calling parents or other school-related business. Prep time is not to be used for personal reasons. There will be circumstances, however, that may warrant a teacher to leave the building during their prep time, such as doctor's appointments that can't be scheduled after school hours or family emergencies. **Teachers must sign out and in at the front office when leaving for any reason during their prep time. Teachers need not sign out to leave the building during their lunch time.**

Privacy Issues

The National Association of Secondary School Principals' legal department has passed on the following information to us. It is in reference to the Family Educational Rights and Privacy Act (FERPA). In July 2000, the Tenth Circuit Court (Colorado, Kansas, Oklahoma, New Mexico, Utah and Wyoming) held that peer grading violated FERPA. Although this case is not binding on our district (7th), it may carry a precedent in similar cases. The NASSP has given us some guidelines to consider when it comes to student grades and grading. The following list is intended to be a guide for you as you begin this school year.

- **Do not allow students to grade each other's work and call out the grades.**
- **Posting grades may be a violation of FERPA.**
- **Obtain a written waiver from parents allowing the posting of grades.**

- **Do not use social security numbers, birthdays, license numbers, or student ID numbers to identify students. Random numbers selected by the student and parent is best.**
1. Do not post grades in alphabetical order even under the guise of random numbers.
 2. You may add fake numbers and grades to make it difficult to figure out grades.
 3. You may e-mail grades to parents if they give permission. You must provide an alternative method if parents request it.
 4. Do not allow students to hand out graded work, do not leave papers on your desk for students to go through to find their own.
 5. **Do not text or communicate with students through social blogs for any reason unless a class blog is used for academic purposes. Administrative approval is required.**
 6. **Email can be used for educational purposes only.**

Professional Development

It is every teacher's responsibility to keep updated on their content area and instructional practices that enhance learning. The building administration will provide some professional development through the School Improvement process. Reading literature on current trends, attending workshops, summer seminars, taking college classes, observing other teachers, visiting other school are all examples of enhancing a teacher's performance. All teachers are encouraged to be a member of their respective professional organization.

Points towards the Corporation PD program can be attained for teachers with life licenses if the teacher is using his/her own time and or money for training. Other functions can transfer into points if the HR Director approves them. Questions in reference to the Corporation PD program should be directed to the HR Director.

Much of the school sponsored professional development is dictated by that year's School Improvement Plan. Most development will be done during teacher meetings and/or after school workshops.

Public Relations

Public education is the frequent focus of community criticism. Many of the perceptions regarding our schools are inaccurate due to a lack of knowledge. It is the responsibility of all educators to present the positive aspects of our profession to the public.

Each teacher publicizes at least one event per semester which occurs in his/her classes. This is done in several ways, including:

1. A press release to the local newspapers

2. A write-up for the corporation's newsletter, *Discover Greenfield-Central Schools*
3. A display in the department's display case
4. A speech or demonstration at a service club
5. A feature on the school's internal TV system
6. A display in a public place, such as the library
7. A class or departmental link on the school web page

Additional announcements on school web site can be sent to Mr. Bryant for consideration.

When every teacher shows what is happening in his/her classes, more people are aware of the multitude of good things which happen here daily. Teachers—and administrators—need appreciation and respect. We gain this by demonstrating what we do.

Public relations are always present, whether they are positive or negative. People's attitudes toward our school are influenced by what they see and hear. Let's show them the good stuff!

Record Keeping

Teachers have few record keeping duties; however, those for which we are responsible are very important. The two most important recording tasks are student attendance and student grades. The need for accurate recording of grades is self-evident, but the importance of attendance records may not be quite as obvious. Our student attendance policy, and its enforcement, is based on whether the parent authorizes a student absence and whether the absence is over the maximum number allowable. Significant student penalties—including loss of credit—result from student truancy and from excessive absenteeism. *Penalties for students are based on teacher records. It is a school requirement for teachers to take attendance each period – each day and to record it in Power Teacher.*

SSR – Successful Students Read - Cougar Connection

All students will engage in pleasure reading during Cougar Connection. Guidelines for the program can be found on-line in the public folder. Students are required to read material that is appropriate and not relative to the content of the course.

Safety Rules

Administrative, Professional, Classified Employees:

1. Immediately report all injuries to your supervisor.
2. Report unsafe conditions and "near misses" to your supervisor.
3. Good housekeeping shall be maintained in all work areas.

4. Tools shall be kept in safe working condition. Never use or allow others to use defective tools and equipment.
5. Horseplay, scuffling and other acts that have an adverse influence on safety are prohibited.
6. No employee shall leave materials in aisles, walkways, stairways, roads or other points of egress.
7. No employees shall ride in or on any equipment unless the particular piece of equipment is properly equipped for that specific purpose.
8. No employee shall operate machinery if the employee is not qualified.
9. Never operate any machinery that is protected with guards unless all guards are in place. Safety devices are for your protection.
10. If you are provided with personal protective equipment or are required to provide safety equipment for the performance of your job duties, you are expected to wear them.
11. Volatile liquids used in any aspect of your work shall be stored and transported in U.L. listed safety cans only.
12. Desks and chairs shall not be used in place of ladders. Employees shall place ladders on a substantial base and shall not use them when broken or missing rungs or rails.
13. Loose fitting clothing must not be worn around machinery.
14. Illegal drugs and liquor shall not be permitted on the premises at any time. Do not operate any equipment while under the influence of prescription drugs or over-the-counter drugs, which may affect your physical or mental abilities, capabilities or judgment.
15. Seat belts shall be worn at all times when driving school vehicles.

Please incorporate all of these safety rules into your every day activities.

School Improvement Process

All stakeholders (teachers, administrators, guidance counselors, classified staff, students, parents, business owners) are involved in the state-mandated (P.L. 221) School Improvement Plan process of assessing data and writing goals and strategies to narrow the gap between identified outcomes and student achievement. The Indiana Gold Star process is used to guide and direct the School Improvement Process. See teacher folder for names of those on this year's team. The Faculty Cabinet approves all major changes recommended by the School Improvement Team.

Signs/Posters

Signs, posters, etc. are not to be displayed anywhere in the front office lobby, office entrance windows, office windows, or unpainted brick. Pictures, posters, etc. are

not to be taped on any painted dry wall, including hallways and classrooms. Also signs/posters need to be taken down after an advertised event takes place. The best places for signs are bulletin boards, above drinking fountains, restroom doors, inside restrooms, and painted block.

Small Learning Communities

Research is very clear that students and staff benefit from programs where the environment creates opportunities where smaller groups of student/teachers work towards a common vision and goals. Some of G-CHS' Small Learning Communities include:

- Faculty Cabinet
- Department Chairs
- Departments
- Academy of Finance
- Pre-engineering (PLTW) Academy
- Bio-med Academy
- Career Academy

Staff Lounge and Staff Dining Area

Teachers and other staff are encouraged to relax in the staff lounge, located across from the TV studio. A soft drink machine, along with comfortable furniture, makes it a good place to take a break.

Most teachers enjoy eating their lunches in the staff dining area, just off the cafeteria. Teaching can be a lonely occupation and the camaraderie in the staff areas can turn a bad day into a good one.

The limited time teachers have for lunch makes it permissible for them to "cut" in front of students in one of the various food lines. Students are used to this and most are good-natured about it.

Student Code of Conduct

G-CHS faculty members keep good discipline while maintaining a positive rapport with their students. School discipline is the responsibility of each teacher. Faculty members make classroom expectations for student behavior clear on the first day of each class. Clear guidelines, consistent adherence to the guidelines, and a mutual respect between teacher and students are essential parts of any classroom discipline plan.

Faculty members should submit their written guidelines for classroom behavior to the assistant principals for discipline and attendance. This enables the administration to provide appropriate support to teachers in the event of the failure of the classroom guidelines.

When intervention by the administration becomes necessary, teachers complete a written discipline referral which outlines the offenses committed and the steps already taken toward correcting the offensive behavior. These steps include parent contact to help solve the problem before referral to the assistant principal by the teacher. Classroom telephones and computer access to phone numbers make this step easily accomplished. Of course, some discipline problems are serious in nature, and must be handled immediately, regardless of prior actions taken by the teacher.

Greenfield-Central High School teachers also share responsibility for the enforcement of school rules outside of their classrooms. During passing periods, teachers will be present in the corridors in order to monitor student behavior during these times. All administrators and teachers have the responsibility and duty to enforce all aspects of the dress policy and shall take whatever action is necessary to be certain that the policy is enforced to the extent of its meaning.

Teachers should discourage the following behavior in the hallways as well as in the classroom:

1. Foul Language
2. Boisterous or loud behavior
3. Running
4. Inappropriate displays of affection
5. Littering
6. Inappropriate attire:
 - a. No bare midriff, plunging neckline, exposed undergarments, or sleepwear.
 - b. Clothing or any other item of apparel, including jewelry, which advertises, displays or refers to nonprescription drugs, controlled substances or illegal drugs, tobacco, sexual references, alcoholic beverages, or T-shirts that are inappropriate or vulgar are not considered suitable for school. Chains, spike bracelets or anklets, or other potentially harmful accessories are not appropriate.
 - c. No hats, hoods, or hair coverings are to be worn in the building. Bandannas, handkerchiefs, rags, or flags are not permitted in any form from the pocket, wrist or anywhere visible. Hats should be kept in lockers during the school day.
 - d. **No coats, jackets (excluding blazers and suit coats) or sunglasses should be worn during the school day. Purses and regular size book bags can be used; however, athletic duffels should be kept in lockers during the school day. Students may wear blue and/or gold spirit attire in the classroom that depicts an earned school letter, cougar emblem, or the word "Cougars" or "Greenfield-Central."**
 - e. All dresses/skirts should be in good taste and extend to the knee regardless of tights or leggings underneath.

- f. Shirts must have sleeves. No tube tops or tanks are to be worn.
- g. Oversized pants or pants with excessively large pockets are considered inappropriate for school purposes and present an opportunity to conceal contraband; therefore, they will not be allowed. Pants should be at the waist. All pants/shorts must extend the knee.
- h. **Holes are permitted in pants as long as no skin or underwear is visible above the knee.**
- i. No bare feet. Shoes must be worn at all times.
- j. **Any type of dress or jewelry that causes a class disruption or interferes with safety may result in a referral and placement in ISD until issue is resolved.**

If immediate assistance is needed, call the Discipline Secretary at **34109** or the Attendance Secretary at **34112**. If appropriate, send student directly to the Attendance Office. Also call to let Secretary know the offense.

Teachers cannot dictate punishment for offenses listed in the Student Handbook with the exception of morning detention. Administration will enforce all rules, based on the discipline levels outlined on pages 23 – 26 of the Student handbook. In the case when a teacher wants a student removed for disruptive behavior (not academic), The parent/guardian must be contacted by the teacher prior to recommending that a student be removed from a class for the semester.

G-CHS Building Policies Related to Classrooms

Expectation for Mobile Phones and Electronic Devices

- Students are prohibited from using mobile phones and other electronic devices during the school day.
- Phones are to be turned off and out of sight during the school day; 8:30 am to 3:25 pm.
- Students may use mobile phones during their lunch period.
- **Removal of data chips before giving the device to an adult staff member is considered insubordination and will be treated as such.**

Consequences for phones/electronic devices

- First Offense: Phone/electronic device released to the student at the end of the next school day.
- Second Offense: Phone/electronic device released to the student two school days after the offense.
- Third and Subsequent Offenses: Phone/electronic device released to the student two weeks after the offense.

Expectations for Dress

- Shorts, skirts and dresses must extend below the knee.
- Hats and hoods should be removed while in the building.

Possible Consequences for Violation of School Rules

- Teacher assigned morning detention 7:45-8:15 am in ISD room.

- Tuesday School 3:35-4:35 pm in Mr. Jackson's room.
- Thursday School 3:35-5:35 pm in Mr. Jackson's room.
 - The first no show to Thursday School will result in 2 days ISD.
 - A second no show to Thursday School will result in 2 days OCP.
 - A third no show to Thursday School can result in Suspension/Expulsion.
- In-School Detention
 - Fourth (4th) In-School Detention student will receive 2-days Off Campus Placement Suspension.
 - Fifth (5th) In-School Detention student will receive 4-days Off Campus Placement.
 - Sixth (6th) In-School Detention student will be recommended for expulsion.
- Off Campus Placement
- Loss of Credit
- Recommendation for Expulsion

Make Good Choices – Choose to be Responsible

Student Planner

Students and teachers are issued a planner each year which contains the school calendar including athletic, fine arts, and other events. The planner contains the student handbook. At the beginning of each year, teachers go over the handbook with students during their first block class. Students sign for their handbooks on the sheet provided to teachers at the initial teachers meeting. This step is essential for proper enforcement of school rules, and the teacher's help in this is much appreciated. The Student Planner is the only hall pass that is acceptable if a student is leaving a classroom or academic area.

Students First

Greenfield-Central High School **exists and operates** for the benefit of students. In all decisions, policies, rules, and procedures, the good of students is always the first and the final consideration. The convenience of faculty, administration, and support staff is always second to the welfare of the student population.

This does not mean students are given all they want nor are they allowed to do as they please. Permitting this type of license is not in their best interest. It does mean that decisions regarding school operation will always be made with the welfare of the students in mind.

Substitute Teacher Folder

Teachers must have a substitute folder with the following information:

- 1. Substitute Teacher Information Sheet**
- 2. Teacher's Discipline Plan**
3. Discipline Report Forms
4. Blue/Gold Lunch Schedule
5. Class Schedule showing two-hour delay

6. Daily Report by Substitute Teacher (to be filled out by substitute and returned to Mrs. Alldredge)
7. **Your classroom seating chart**
8. **Your emergency lesson plans**
9. **Class rosters**
10. **Your supervision schedule (café and restroom)**
11. **Your pass policy**
12. **Instructions for telephone and extension numbers for office and neighboring teachers**
13. Monthly Character Trait
14. Copy of dress code and discipline code
15. List of students exempt from quizzes, etc due to previous absence
16. Enough meaningful work for learning to continue in classroom for ninety minutes
17. Times for special classes. Provide procedure for getting to and from special classes.
18. List of students participating in speech therapy, resource, etc.

Supervision

At Greenfield-Central, all employees are on duty all the time. It is the duty of every employee to provide adult guidance and supervision to the students in our charge regardless of the time of day. Following are the expectations for faculty in regard to supervision.

1. Students assigned to faculty members for class, enrichment block, or extra-curricular activities are never left unsupervised. Should it become necessary for an assigned teacher to leave the area, a neighboring teacher, or other nearby adult is alerted.
2. Teachers have supervisory duties during passing periods. In addition, teachers are observant at all other times. Students seen in the hall, outside the building, or in any other questionable location, are asked for their passes. Students Unsupervised Without Permission are reported to the assistant principal. (See Discipline of Students)

Teacher Evaluations

Per SB 1- All teachers are to be formally evaluated by March 23. The Frameworks program will be used to gather evidence and give teachers to self-evaluate instruction, climate, planning, classroom management, and professional responsibilities, and will be used as the evaluation tool. A meeting for all teachers will be held in the fall. Walkthroughs by

administrators is another program that provides teachers input on the areas listed above.

Textbook Inventory

All teachers are to maintain textbook inventories for each course each semester. Students are to write names in the book assigned to them and year. Teachers are to report on the form that the school's bookkeeper provides and turn in at the end of each semester. Teachers should not collect textbooks from students prior to final exams.

Using Other Classrooms

Teachers moving to another classroom during a block are to simply place a note on the outside of their door window indicating the room to which they are moving.

Unit Plans

Unit plans are to be written and kept updated yearly. Unit plans are to be stored on-line under respective departments. **Same courses taught by different teachers are to be taught from a similar unit plan.** See your department chair for guidelines.

Vending Machines

Please continue to enforce the no drink/food policy in the carpeted halls and classrooms.