

# Teacher Manual 2019-20

## Introduction

|   |   |
|---|---|
| Forward & Fight Song .....                | 3 |
| Motto, Mission and Vision statements..... | 4 |
| Professional Image .....                  | 5 |
| Student Discipline & Control .....        | 6 |

## GENERAL POLICIES AND PROCEDURES RELATING TO STAFF

|  |    |
|--|----|
| Security System, Building Security .....   | 8  |
| Telephones, Mailboxes .....  | 9  |
| Teacher Absence, Substitutes/Class Records .....                                   | 10 |
| Books, General Supplies .....  | 11 |
| Copier Guidelines .....  | 12 |
| Copyright .....  | 13 |
| Purchase Orders, Work Orders, Parking, Surveys, School<br>Calendar .....           | 14 |
| Field Trips .....  | 15 |
| Educational Trip Plans, Transportation and Permission Forms, Resource People ..... | 16 |
| Guidelines for Voluntary Contributions for Bereavement/Retirement .....            | 16 |
| Threats Against Staff Members .....  | 17 |
| Equal Opportunity Employer and Discrimination Information .....                    | 17 |

## GENERAL POLICIES AND PROCEDURES RELATING OT STUDENTS

|  |    |
|--|----|
| Student Identification Cards, School Visitors .....                            | 19 |
| Attendance Policies, Student Absence Procedure .....                           | 20 |
| Tardy Policy .....   | 21 |
| Discipline Contract, Vacation Requests, Request to Withdraw from a Class ..... | 21 |
| Final Exam Procedure, Junior/Senior Exam Exemption, WF/WD Grading .....        | 22 |
| Honor Roll .....   | 23 |
| Homework .....   | 24 |
| Cheating .....   | 25 |
| Special Reports to Parents, Conferences, Lockers .....                         | 26 |
| Student smoking Regulations, Student Asst./Special Assignment .....            | 27 |
| Student dress code .....   | 28 |
| Guidelines for Independent Study, Disruptive or Disorderly Students .....      | 29 |
| Student Referral Process .....   | 30 |
| Accidents .....  | 31 |

## **Grade Report Information**

|                                 |    |
|---------------------------------|----|
| Grade Correction/Addition ..... | 32 |
|---------------------------------|----|

## **CALENDARS AND SCHEDULES MEETINGS**

|                                 |    |
|---------------------------------|----|
| Schedules of Meetings/ETA ..... | 33 |
| ECHS Faculty .....              | 34 |
| Daily Schedule .....            | 40 |

## **STAFF SPECIFIC RESPONSIBILITIES**

|  |    |
|--|----|
| General Area of Administrative Responsibilities .....  | 41 |
| Department Chair Position Description .....            | 42 |
| Administrative Assignment – Teacher Evaluation .....   | 46 |
| Office Personnel .....                                 | 47 |
| Student Support Services .....                         | 48 |
| Hall Order & Teacher Responsibility, Supervision ..... | 50 |
| Staff Supervision Assignments .....                    | 51 |

## **INDEX OF PROCEDURE**

|                                    |       |
|------------------------------------|-------|
| Special Emergency Conditions ..... | 56-88 |
|------------------------------------|-------|

FOREWORD  
By Frank Serge

As the principal, allow me to welcome you to Central High School. I realize that many of you are considered “veterans” of this fine institution while a number of you are in your first year. In addition, there are those of you who are finding their way around our school for the first time. I hope that each of us will develop and demonstrate the desired PRIDE in our school and encourage your students to develop and demonstrate the desired PRIDE in our school

It is my sincere desire that this handbook will serve both the veteran and first year teacher. When it does not answer immediate questions that you may have, I have discovered that this school is filled with many helpful and caring individuals. Use them. Primarily, it sets up ground rules so very necessary in a structure such as ours. We know however, that modifications will and should be made in the future to work with individual needs of students more effectively and to allow for a pleasurable and rewarding experience at Elkhart Central.

We hope you will use this handbook as a thread that will help guide you through what may seem an educational labyrinth. It is our desire to make your professional life as smooth as possible and thus, Elkhart Central High School will continue to be an outstanding high school.

Have a good trip.

ELKHART CENTRAL FIGHT SONG  
“Fight On, Old Elkhart”

Fight on, Old Elkhart  
Fight for victory.  
With your colors flying,  
We will cheer you all the way  
Rah! Rah! Rah!

Fight on, Old Elkhart,  
Fight for victory.  
Spread forth the fame,  
Of our fair name.

Come on, Elkhart win this game!  
(whistle) Go, Blazers, Go!  
(whistle) Go Blazers, Go!  
Hit ‘em high,  
Hit ‘em low,  
Go, Central, Go!

## **OUR MOTTO**

Knowledge is the foundation for a successful life.

## **OUR MISSION**

The mission of Elkhart Central High School is to teach all students to think critically, to adapt to change, and to work cooperatively as responsible citizens.

## **VISION STATEMENT**

Elkhart Central High School is a place where all feel safe and welcome, aspire to learn, find their niche and pursue their dreams.

## **OUR DESIRED STUDENT OUTCOMES**

A graduate of Elkhart Central High School will demonstrate knowledge and competence by his/her ability to:

- Follow directions
- Effectively communicate overall including writing
- Think critically and make informed decisions
- Read and comprehend
- Seek and use resources for lifelong learning
- Utilize technology
- Develop ongoing cultural awareness
- Appreciate the fine arts
- Compute
- Choose a healthy lifestyle
- Constructively resolve conflicts

A graduate of Elkhart Central High School will continually pursue personal fulfillment by:

- Learning to respect self, others and the environment
- Being responsible and accountable
- Developing a system of values based on honesty, empathy, integrity, and tolerance
- Learning to set personal goals

A graduate of Elkhart Central High School will demonstrate citizenship and stewardship by:

- Working cooperatively with others
- Working as a caring, responsible global citizen
- Participating in community service
- Understanding our democratic form of government

## **OUR BELIEFS**

- People need to be challenged and motivated in order to achieve their highest potential.
- Student assessment procedures should focus on knowledge mastered and objectives met.
- All students can learn; however, rates and styles of learning will vary.
- People perform best in a safe, secure, supportive environment.
- We are each responsible for our own successes and failures.
- It is the responsibility of the professional staff to make decisions regarding individual and collective education programs.

- All students should be provided equal access to educational experiences.
- Family and community are essential partners with the school.
- Extra-curricular experiences are an important complement to the school experience; however, they should not impede academic achievement.

## **PROFESSIONAL IMAGE OF STAFF**

The staff at Elkhart Central High School has always relayed to the community our commitment to providing students with quality education. This commitment however, carries the responsibility of role modeling and is an important aspect in the training of students in regard to appropriate behavior and dress. It is also our responsibility to convey a sense of pride and professionalism to students, parents, and the community. With this in mind, the administration adopted the following dress code for the teaching, secretarial, technical assistant and paraprofessional staff. Please consider the following guidelines concerning appropriate dress for student attendance days:

The following items are considered too casual in nature to model appropriate dress for the educational function and convey our sense of professionalism to our students:

1. Blue jeans or pants made from denim material. (Skirts and dresses made from denim material and accessorized to appear professional are acceptable.)
2. Spandex pants, legging, or clingy pants made from knit material.
3. T-shirts
4. Skirts and/or shorts that measure more than two inches above the knees.

Dress will be left up to the discretion of the individual teacher for classroom activities and field trips, which dictate clothing of a more relaxed nature. Dark blue jeans will be allowed on Blue and White Spirit days which are most Fridays throughout the school year.

## **STUDENT DISCIPLINE AND CONTROL**

### **A Recipe for Successful Pupil Control**

1. Make a seating chart as soon as possible.
2. Plan some instruction for the first day. A written assignment or a pretest of a diagnostic nature is preferred. Check it yourself that same day and return it to students the next day with a letter grade on it. Indicate that you have recorded the grade.
3. Use a seating chart to identify students. Refer to them by their first names on the first day and continue this practice every day.
4. Report to your teaching station each day as soon as possible. Stand at the door. Greet each student as he/she arrives. Do not allow students to wander about the room or in and out of the room. They must go to their seats immediately and prepare to start learning.
5. Start the class about ten seconds before the tardy bell rings. Take attendance by use of the seating chart – never by calling names.
6. Be firm, fair and concerned in your relationships with students.
7. Admonish students immediately and firmly for violations of rules of good decorum. Praise them for doing well. Call parents to report both positive and negative experiences.
8. Do not argue with students about what you tell them to do. Insist that they do it. Do not ask them to do anything unless you are willing and able to see that they conform.
9. In the last one minute of the period, have students get the room in order and dismiss them as soon as the tone sounds.
10. Under usual circumstances, the teacher will move about the classroom much of the time. It is a superior teaching position when compared to sitting.
11. You are not a peer of your students. Be a mature, calm professional at all times.
12. Restrict and control the movement of students.
13. Keep your classroom under your personal observation and control whenever students are present.
14. Completely plan the teaching-learning activities for each day(s). Have a written lesson plan. Include one or more performance objectives, the method to be used, the materials, books and supplies needed, and what the teacher and students must do.
  - a. Each period must contain a full period of planned, controlled learning activities.

- b. A routine for passing out and collecting materials must be developed.
- c. Student activity must involve all students for the entire period using all of their senses.
- d. Some written assignment each day is desirable.
- e. Evaluation – grading of the student’s work – must take place each day. A record of evaluations must be kept and each student and their parents must be aware of these evaluations. Record at least two grades for written work each week.
- f. Help the student to find the solutions to problems (the answers to questions) by carefully asking leading questions and using examples which force the student to solve the problems or answer the questions.
- g. Assignments should be given in writing.

15. Hand out a syllabus to your students.

16. Teach as if your lesson is the most important happening in the history of mankind. Your enthusiasm is a principle motivation for students.

17. Give tests frequently. Grade the papers. Record the grades. Return the papers to the pupil. Give a test on the last day before each holiday and the last day of classes.

18. Attend student activities. This lets the student(s) know that you are interested in them and that you care.

19. Remember that your students cannot fail unless you fail. Since you have superior maturity, extensive knowledge and intelligence, it will be tragic if you fail.

20. Learn something to improve your teaching each day. If you are not improving, your skill is declining.

21. Ask for help from appropriate sources and use it to improve your teaching.

22. Rarely grant pass privileges.

Record grades in your electronic gradebook at least twice a week.

## SECURITY SYSTEM

The system will be ON each weeknight from 11:00 p.m. to 6:00 a.m. It will be ON 24 hours a day on weekends and holidays.

**IMPORTANT: You will need your key card to enter the building. On the weekend you must enter the building through the front doors.**

Our system is a silent alarm, with the switch located at the east (main) entrance. Before you proceed beyond this point, please do the following:

1. Check to see if the RED light is on.
  - a. If it is not on, the alarm is not set. You need only to sign in, being sure to complete all columns on the sign-in form. Sign in each time you enter the building.
  - b. If the red light is on, the alarm is on or armed. You will need to turn off the alarm or disarm the system. Enter your four digit code and press the Off key (#1).
  - c. If the alarm goes off or you make a mistake, **DO NOT PANIC AND DO NOT LEAVE.** You may disarm the system by entering your digit code and press the Off key (#1). Perform this step **TWICE**.

When you are ready to leave, please do the following:

1. Check the sign-in sheet. If there are other names not crossed off or not signed out, they are still in the building, and you may leave. **Cross your name off the list, sign out** and you can then leave.
2. If you are the last person to leave (determined by checking the sign-out sheet), cross your name off the list and **set (arm) the alarm**.

To set (arm) the alarm.

1. The system is ready to arm when the keypad displays "Ready to Arm." Enter your four-digit code and press the AWAY key (#2). The RED light will come on. The alarm is now set and you have 30 seconds to leave the building. Be sure the door is locked after you leave.

## BUILDING SECURITY DURING SCHOOL HOURS

Doors at exits will be locked during school hours as follows:

1. All doors except the main doors (east near office) will be locked at all times.
2. All students are to stay in the cafeteria or student center during their lunch periods, except when a student is under direct supervision of a staff member.



## TELEPHONES

### Long Distance Phone Calls:

Long distance calls may now be placed in the classroom. You will be asked for an account code. This will occur after the phone number has been entered. Then enter the Account Code (2854) followed by the pound (#) key and call will go through.

### Teacher Messages

Any messages which come into the office for any staff member will be sent through to the voicemail of that staff member, the only exception being in the case of DIRE emergency. When you give out your work number, please give out the voicemail number 295-4989 and your individual voicemail number... **PLEASE DO NOT** save messages on your voicemail, as the system can only hold a specific number of messages. When your voicemail is full, it will shut down. Please try to check your voicemail from home at least once a week in the summer. The office will be sending all calls regarding grade changes, obligations, and other matters to your voicemail.

### Other Telephone Guidelines

- The internal emergency “hot line” number is **8013** (you may want to post this near your phone). This rings directly to the main office. Some phones in the classrooms have a red button labeled office. This button when pushed calls directly to the “hot line”. Please only push this in an emergency.
- No substitutes are to use classroom phones unless dialing the emergency “hot line” number.
- No incoming or outgoing telephone calls are allowed during classroom instruction time. Ringers should be set to “off” during instruction time.
- Calls to other teachers’ rooms should only be made before school, after school or when **BOTH** teachers share a common prep or lunch time.

## MAILBOXES

Each teacher is assigned a mailbox in the workroom. Your mail will be located **BELOW** your name. Please do not send pupils to your mailbox for mail or keys. Teachers **ONLY** should have access to mailboxes. Teachers should check their mailboxes at least twice a day, in the morning and after school. If possible, teachers should check a third time during prep or lunch if possible.

School or United States mail which is delivered to the building will be placed in your mailboxes. Outgoing inter-school mail is to be placed in the white bag (which is in the metal holder) inside the workroom. No provision is provided for outgoing US Mail other than school business. Outgoing mail should have postage affixed and placed in the mail tub at adult reception.

## **TEACHER ABSENCE FROM BUILDING**

Teachers are only to be absent from the building for school business during their preparation period or immediately at the close of the school day. Approval should be received from one of the principals when leaving during your prep. Please sign out at the reception desk in the main office. Upon return, please sign back in.

This procedure allows us to have better communications with the community by being able to tell the caller that the teacher is not present without trying to locate the teacher. The sign out process also helps the office personnel to be more efficient in handling incoming messages and phone calls for the teacher if it is known when he/she is or is not in the building.

## **SUBSTITUTE TEACHERS – TEACHER ABSENCE**

You will create your own absence in the AESOP system. Please enter the AESOP system and put your type of absence, the date of your absence, whether it is an all day assignment or half day assignment. Personal Business and Professional Assignments will need to be approved by your building administrator. If it is after 6:20 a.m. you will need to make contact with the Principal's secretary at 295-4710 and she will need to enter the absence for you.

Any teacher who is to be absent for an extended period of time should contact the Principal as soon as possible, since he/she may wish to suggest the name of a substitute that he/she knows is qualified in the specific area, e.g. maternity leave, FMLA.. The teacher should not request their replacement that must go through the Principal.

### **The following materials are to be placed in the teacher's mailbox or other designated place:**

- Grade book, lesson plans, and answer keys

- Supervision Assignment

- Seating Charts with assignments marked

- Daily attendance forms

- Please indicate any students that may be allowed to go to the resource room or nurse's office

### **Teacher Evaluation of Substitute**

The substitute can be evaluated on the follow-up on Aesop.

## **CLASS RECORD BOOKS**

Class record books/computer grade books are to be updated at least once a week. Record books must include class period, student names, attendance, suspensions, truancies, tardies, whether an interim report was sent, whether a loss of credit was issued.

Be very careful in keeping your grade book, both grades and attendance. Be accurate. The grade book is a legal document and is the primary source of information.

**PROTECT YOUR CLASS RECORD BOOK.**

## **BOOKS**

If you are in need of books, contact your department chairperson. The department chairperson will check with the assistant principal if additional textbooks need to be ordered. Please do not transfer books from one room to another without notifying the office and the department chairperson.

## **GENERAL SUPPLIES**

General supplies are for OFFICE and TEACHER use only. Items for student use are charged through the Book Rental. The department chairpersons obtain a list of “General Supply” needs for individual teachers during the spring of the previous year. A composite list of the items needed for each department is to be submitted to the principal’s office.

Supplies will be delivered to each departmental office before the beginning of the regular school year. Teachers are to check with department chairpersons to obtain the materials ordered. Anything additional needed during the school year should be requested through the department chairperson.

## COPIER GUIDELINES

### General Guidelines.

The staff of Elkhart Central High School considers the efficient and timely preparation of duplicated material to be essential for maintaining the school's educational program. Since our copier capacity is not sufficient to cover all of our duplicating needs, we must balance our use of risograph and copier duplication. The following guidelines are intended to encourage the optimum use of the copier and provide the best instructional materials under the circumstances.

Risograph Duplicating. **Riso duplication is cheaper than any other method and is to be utilized if the copies will be sufficiently legible.**

The risograph copier is most cost efficient at 30+ copies. It is to be used for multiple copies, and the service is immediate. Staff can run it themselves

Lanier Copier. These copiers are in all departments except Industrial Tech which shares with Science. Although this is considered to be a duplicator copier, its capacity is not unlimited. These copiers can run up to 30 copies in a run. If you are running more than 30 copies the Risograph should be used, if possible, to help relieve the burden on the Lanier copiers.

**Student Assistants are not to use copy machines.** No student should use the copy machines.

## Copyright Information

Today, a teacher who wants to use three minutes of a motion picture, digitize a photo, or use 30 second- of a symphony in a multimedia production risks being sued by the copyright owner. According to the Copyright Act of 1976, copyright owners have the exclusive right to reproduce, prepare derivative works, distribute, transfer ownership, rent, lend, perform or display their creations. Fair use places a limit on these exclusive rights to promote free speech, learning, scholarly research and open discussion in accordance with the First Amendment. Educators must prove four conditions or factors exist to legally use portions of copyrighted materials.

First, the purpose and character of the use must be educational in nature.

Second, the work should be published, since an author generally will not publish a creation if he or she wants to keep it from the public eye. Courts also favor nonfiction for fair use over fiction.

Third, the copied material must be an excerpt or portion of the whole and not a substantial part of the work--even a small portion could be substantial if it constitutes a central or critical part of the original work

Fourth, the teacher must consider the effect of the use of the work. This fourth factor, in which the Supreme Court has said the use cannot impair the marketability of the work, is probably the most difficult to determine and the most controversial in a fair use analysis.

In order for a school to use a film or video in the educational program without having to pay royalties for public performance, the use must meet all four of the following criteria:

1. The performance must take place in a classroom or other place of instruction in a nonprofit educational institution; and
2. The performance must be directed by students or teachers of the institution and
3. The performance must be in the course of face-to-face teaching activities; and
4. The film or video must be made from a copy of the work which was legally made or acquired.

Note that *all* of the four criteria must be met in order for the showing to be exempt from the copyright holder's right of performance or display. The lack of compliance with even one of the four guidelines means public performance rights are required.

Elkhart Community Schools has a board policy that covers copyright.

## **PURCHASE ORDERS**

No purchases are to be made without a PURCHASE ORDER Number. Materials purchased without prior approval **WILL NOT BE PAID FOR BY THE SCHOOL**. All Purchase Orders must go through Dana Wyatt. Please check with her on the procedure.

*Ordering items on consignment is not permitted.*

## **WORK ORDERS AND VANDALISM REPORTS**

Routine maintenance and custodial requests may be filed with the custodian. Work orders for other maintenance and custodial services must be filed with the vice principal. You may contact the vice principal for maintenance repairs.

Complaints are to be directed to the vice principal, Kelly Berheide. Also teachers are asked to report damage and/or thefts of school property so that proper steps can be followed.

## **PARKING**

All high school staff members **must register their cars**. Faculty parking stickers will be issued by the principal's secretary and are to be placed in the lower right hand corner (passenger side) of the rear window. The west, north and four rows in the east parking lots of the school are reserved for faculty /staff parking. You may purchase your own reserved spot that can be painted and decorated by you for \$30.00 a year.

The first row of the student parking lot will be reserved for visitors, reserved staff, and handicapped.

## **SURVEYS**

The use of survey type questionnaires within or outside the school should be judicious and worthwhile. It is requested that department chairperson and the principal be apprised prior to their use of the content and purpose of all materials of this nature.

The principal or designee must approve all outside questionnaires.

## **SCHOOL CALENDAR**

Whenever any of the building facilities are to be used please contact the Assistant Principal - Student Activities. This will help in avoiding assignments of more than one group to a room and will provide a definite record of room use. Approval will be granted to all bona fide requests. The official school calendar can be accessed online. All projects and activities must receive calendar clearance.

## **FIELD TRIPS**

Teachers who are planning a field trip of any kind other than an athletic team must have students complete the appropriate **Field Trip Permit**, signed by parents or legal guardians, and placed on file in the principal's office. All requests are to be presented to the principal at least three weeks prior to the trip. A separate form and application is needed if school bus transportation is desired. Applications for bus transportation must be submitted three weeks prior to the expected trip. All forms may be obtained in the mailroom area.

1. Field trips are not to be taken the last three weeks of first semester and the month of May.
2. Departments are to discuss field trips with each other in order to see if there might be something of special significance to classes in another department.
3. An alphabetized student list is to be submitted to the principal for approval and placed in teachers' mailboxes or may be emailed no later than ten days prior to the trip. Teachers are responsible for the duplication of the lists and placement in the mailboxes. Upon returning, a list of absentees as well as attendees not previously listed will be placed in the teachers' boxes by the sponsoring teacher. Make sure the attendance office gets a list also.
4. No more than two trips per teacher per semester are permitted unless contained within their own class period.
5. Most trips should remain in local areas.
6. Students are to obey all classroom regulations and all Elkhart Schools Rules for Student Conduct.
7. Students have the option of staying and going to classes they feel are too important to miss.
8. Due to the nature of field trips, other teachers do not have the option of denying students' participation.
9. Students must be transported by bus or school van. School transportation is available on school days from 8:30 AM to 2:00 PM. When taking field trips, the bus driver's salary and gas must be paid by the group that is taking the trip. This can be done through a collection or from the groups' extra-curricular fund as applicable.
10. Field Trip forms should be completed and given to the principal's secretary for processing.
11. End of 1<sup>st</sup> semester, December 20<sup>st</sup> • field trip deadline, November 15<sup>th</sup>
12. End of 2<sup>nd</sup> semester June 3<sup>rd</sup> • field trip deadline – April 15<sup>th</sup> no field trips in May

**The following forms are found in the main office workroom:**

Educational Trip Forms  
Transportation Forms  
Student Permission Slips  
Outside Speakers/Resource Forms  
Technology Agreement (also in media center)

**GUIDELINES FOR VOLUNTARY STAFF CONTRIBUTIONS FOR  
BEREAVEMENT AND RETIREMENT**

The "flower fund" at Elkhart Central High School is established on a voluntary basis. At the beginning of each school year, all staff members will be informed of this policy by a verbal and written announcement. A request will be made for donations to be completed by the Friday following the first payday of the school year. A personal written reminder will be delivered to all those staff members who have not contributed as of this date. On the Friday following the second payday of the school year, the "flower fund" participation list will be established and distributed to all participating members. If the fund should become depleted during the school year, additional voluntary donations may be requested.

Policy for Certified and Clerical Staff Members

1. One staff member will serve on a two-member committee for three years. His/her function will be to collect contributions from certified and clerical staff members at the beginning of each school year. The requested sum is \$10.00.
2. A second staff member will serve for a three-year term on the committee. His/her function will be to order flowers and/or arrange charitable donations and maintain records of monies collected and spent.
3. Serving in either of these two areas of responsibility will satisfy two extra curricular duty assignments per school year.
4. Flowers or charitable donations will be sent on the occasion of:
  - a. Death of certified or classified employee
  - b. Death of spouse of certified or classified employee
  - c. Death of child of certified or classified employee
  - d. Death of parent of certified or classified employee
  - e. Hospitalization of certified or classified employee
  - f. Prolonged illness of certified or classified employee
  - g. Birth or adoption of a child by a certified or classified employee
5. Individual teachers or department chairs should notify Mrs. Krull or her designated substitute of any such occasions.
6. Mrs. Krull or her designated substitute will notify the flower fund committee concerning such occasions at the time they occur.
7. Contributions for custodians and cafeteria personnel will be handled on a volunteer basis at the time by the head custodian or cafeteria manager.
8. Upon the death of a staff member, there will be a reading or moment of silence by the principal or designee on the public address system.

Policy of Professional Staff for Students

In addition to whatever the student body does for a deceased student or recent former student, there will be a reading or moment of silence by the principal or designee on the public address system.

Policy of the Certified and Clerical Staff for Retiree

Contributions will be made as the individual member retires.



## **GUIDELINES FOR CERTIFIED OR CLERICAL STAFF LEAVING FOR REASONS OTHER THAN RETIREMENT**

It shall be the policy of the certified and clerical staff that no general solicitation or entertainment shall take place. Individual departments may plan appropriate recognition for departing employees as they desire or as seems appropriate.

## **THREATS AGAINST CENTRAL STAFF MEMBERS**

Any threat to a staff member is to be reported to the school administration. When needed, the police will be involved to help resolve the situation. The Elkhart Community School administration and staff member's immediate supervisor or department chairperson will be kept informed. When necessary, other teachers who might be endangered for any reason will be alerted to the situation.

### **Statement of Non-Discrimination**

Elkhart Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

### **Title IX of the Education Amendments of 1972**

It is the policy of the Elkhart Community Schools not to discriminate on the basis of sex in educational programs or activities which it operates, and the Elkhart Community Schools is required by Title IX not to discriminate in such a manner. The Director of Employee and Student Relations has been designated as the official responsible for Title IX compliance. Inquiries concerning the application of said Title IX and the implementing of regulations may be made by contacting the Director of Employee and Student Relations, whose office address is Elkhart Community Schools, 2720 California Road, Elkhart, Indiana, 46514, and whose telephone number is 262-5517.

### **Equal Opportunity and Diversity**

Elkhart Community Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, handicap, or age. Inquiries regarding handicapped students (related to Section 504 and ADA) may be made by contacting the Assistant Director/Student Services, whose office address is Elkhart Community Schools, 2720 California Road, Elkhart, Indiana, 46514, and whose telephone number is 262-5542. The best qualified persons who are available at the salary levels established for school employment are employed. Academic and athletic programs are available to all students without discrimination. Diversity in Employment Policy has been adopted by the School Board which is designed to achieve the goal of equal employment opportunity for all individuals. Inquiries regarding equal opportunity or diversity may be directed to the Equal Opportunity Officer by calling 262-5510.

The following person(s) have been designated to handle inquiries regarding the non-discrimination policies:

#### **Title IX—Sex**

Director of Employee and Student Relations  
2720 California Rd.  
Elkhart, IN 46514  
(574) 262-5517

#### **Title VI—Race, Color, National Origin and Limited English Proficiency**

Director of Personnel  
2720 California Rd.  
Elkhart, IN 46514  
(574) 262-5510

#### **Title VII**

Director of Employee and Student Relations  
2720 California Rd.  
Elkhart, IN 46514  
(574) 262-5517  
Or  
Director of Personnel  
2720 California Rd.  
Elkhart, IN 46514  
(574) 262-5510

## Section 504 and Americans with Disabilities Act—Handicap/Disability

Assistant Director of Student Services/Director of Special Education

2720 California Rd.

Elkhart, IN 46514

(574) 262-5542

## **Complaint Procedure for: Title VI, Title IX, Section 504, and A.D.A.**

### Section 1. Definitions

- a "Board" means the Board of School Trustees of the Elkhart Community Schools.
- b "Corporation" means the Elkhart Community Schools
- c A "complaint" is an allegation of action or inaction by the Corporation in violation of Title VI, Title IX, Section 504, or Americans with Disabilities Act, or the implementing regulations.
- d "Days" means calendar days.
- e "Employee" means a person who is a full or part-time employee, not engaged as temporary or casual labor, and who is on the payroll of the Corporation.
- f The "responsible official" means the employee designated by the Corporation to coordinate its efforts to comply with and carry out its responsibilities under Title VI, Title IX, Section 504, and Americans with Disabilities Act, and the implementing regulations.
- g "Student" means a person enrolled in one of the schools operated by the Corporation.
- h "Superintendent" means the superintendent of schools or designee.

### Section 2. Procedure

All complaints brought by students or employees shall be handled in the following manner:

#### Step One – Informal

- a. Students. Within fifteen (15) days of the time that the student knew, or reasonably should have known of the complaint, the student shall present a completed written complaint report form to the responsible official, who shall expeditiously appoint three (3) persons to meet and discuss the complaint with the student, and send a copy of the complaint to the building principal. Within five (5) days of the completion of such discussion, the student may submit the written complaint to the building principal. If the building principal desires a conference with the student, the student may request that one of the above three appointees be present for such discussion. Within ten (10) days after presentation of the complaint, the building principal shall respond in writing. This section shall not prohibit an informal oral discussion of a concern or problem between the student and the building principal.
- b. Employees. Within ten (10) days of the time that the employee knew, or reasonably should have known of the complaint, the employee shall present the complaint orally to the employee's immediate supervisor. Within ten (10) days after presentation of the complaint, the immediate supervisor shall orally answer the complaint.

#### **Article I. Step Two – The Responsible Official**

- a. Within five (5) days of the oral or written response, if the complaint is not resolved, it shall be stated in writing, signed by the student/employee and submitted to the responsible official on the form provided by the Administrative Regulation issued by the Superintendent.
- b. The complaint report shall 1) name the employee or student involved, 2) state the facts giving rise to the complaint, 3) identify the specific provisions of Title VI, Title IX, Section 504, or Americans with Disabilities Act, or the implementing regulations alleged to be violated, and 4) indicate the specific relief requested.
- c. Within five (5) days after receiving the written complaint, the responsible official shall make a determination in writing to the student/employee.

#### Step Three – The Board

- a. If the complaint is not resolved in step two, the student/employee may, within five (5) days of receipt of the responsible official's determination, appeal to the Board by filing the complaint and the responsible official's response, along with any written response of his/her own to the determination of the responsible official, with the office of the superintendent, which shall thereupon give notice of receipt.
- b. Within sixty (60) calendar days after receipt of the appeal of the responsible official's determination to the student/employee, the Board shall give its decision in writing to the student/employee. Such decision shall be final and binding.

### Section 3. Failure to Observe Time Limits

In the event the student/employee fails to exhaust the remedies under the complaint procedure provided above, or to abide by the time limits with respect to each step, the complaint shall be presumed to be abandoned and the matter shall be settled in accordance with the Corporation's last response thereto. In the event the Corporation fails to give its response at any step within the time limits prescribed, the student/employee shall have the right to proceed immediately to the next step and must do so within the prescribed time limits. Any time limit may be extended by written mutual agreement of the student/employee and the responsible official.

### Section 4. Effect of Settlement

Any settlement of a complaint shall be applicable to that complain only and shall not be binding authority for the disposition of any other complaint.

**Complaint forms may be obtained in the main office.**

## **STUDENT IDENTIFICATION CARDS**

Identification cards are required of all students enrolled at Elkhart Central High School.

Initial Fee \$3.00  
Replacement Fee \$5.00

Upon properly identifying oneself, all staff members have the privilege and responsibility to request the surrender of a student's ID and confiscation of it for reasons deemed appropriate.

**Students must wear ID's on their persons at school during the day.**

## **SCHOOL VISITORS**

In general, the school is open to the public under established policy

1. The school encourages parents and resource people to visit the school to observe the teaching and learning process, to confer with staff and make presentations. Parents are requested to make an appointment to see classroom instructors.
2. Visits by high school-aged persons are permitted only with prior approval of the administration.
3. Requests to bring a student visitor must be made to an assistant principal at least 24 hours in advance of the visit.
4. All visitors are to immediately report to the office and obtain a pass. A state ID is required to enter the building.
5. Normally, parent/teacher conference should take place during the teacher's preparation period.
6. Visitors in classrooms should not disturb the instructional process.
7. Teachers are not to honor requests for delivery of balloons, flowers, sing-a-gram, etc.
8. It is to be reported to the office if companies, firms and sales people attempt to conduct business at unauthorized times.
9. Visitations other than by school personnel and invited resource people are not permitted during the first week of school or final week of each grading period and last four weeks of the school year.

## **ATTENDANCE POLICY**

### **Absences of Concern for High School Students 17 or Younger**

“Absences of concern” include all truancies, non-verified absences, unexcused absences, and absences which continue to concern the school principal/designee.

Students who accumulate absences of concern in a 12 month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.

#### **Level 1**          Formal Notification to parents

If a student accumulates four(4) absences of concern, the parents or guardians will be formally notified by letter. Upon receipt of the letter, it becomes the parent’s/guardian’s responsibility to contact the school to discuss the attendance of his/her child.

#### **Level 2**          Legal Notice

If, subsequent to the completion of Level 1 notification, the student accumulates a total of seven (7) absences of concern, a legal notice will be sent by registered mail to the parent/guardian and copied to Juvenile Probation and/or the Department of Child Services (DCS).

#### **Level 3**          Continuing Absences of Concern

If, subsequent to the completion of Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parent/guardian, and student. The hearing officer will complete a written summary with recommendations to the school, parent/guardian, and student. Continued absences of concern will result in a referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney’s Office. Failure by the parent/guardian or student to attend the attendance hearing will result in advancement to Level 4.

#### **Level 4**          Mandatory Interventions/Referral to Department of Child Services/Probation or Prosecuting Attorney.

If, subsequent to the completion of the Level 3 hearing, the student accumulates continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, DCS or the Prosecuting Attorney’s office. The parents will be required to attend a meeting with a school administrator who will assign mandatory interventions. The parent/guardian and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in direct referral to DCS, Juvenile Probation, or the Prosecutor’s Office.

#### **Level 5**          Court

If subsequent to the completion of the Level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Juvenile Probation, DCS or the Prosecutor’s office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.

## **STUDENT ABSENCE PROCEDURE**

1. At the beginning of a semester, if the student has never attended class, check with the Registrar to see if he/she enrolled, then with the student’s counselor to see if there was a schedule change.
2. If the student is absent two consecutive days under these un-reconciled circumstances, give his/her name and information to the Assistant Principal. At this point a search, including a check on the student’s total attendance pattern and possible involvement of the Attendance Supervisor, will take place.

## **TARDY POLICY**

### Tardiness

Students are expected to be in the classroom when the bell rings. Participation points may be deducted for work or activities missed because of tardiness.

Tardies are tracked for each of the semester grading periods. Tardies are counted cumulatively.

The following are the consequences for tardiness:

If a student is over ten minutes late to a class, it will be considered an unexcused absence.

5<sup>th</sup> tardy            Lunch detention

8<sup>th</sup> tardy            Lunch detention and the removal of a privilege. (Parking, removal from practice            and or participation from an extracurricular activity or school activity)

11<sup>th</sup> tardy          Consequence determined by an administrator (ISS, multiple detentions, suspension, or removal from class. Students who have had their parking privileges removed twice in one semester may lose their parking privilege.

\*Tardiness is based on an eighteen-week semester. A new slate starts at the beginning of the next semester. Once a student has arrived at the classroom, he/she may not use tardiness (i.e. "Take a tardy") for conducting business such as stopping in the office, going to the locker, etc.

### Attendance and Participation in Activities

Students who have excessive unexcused absences will not be permitted to attend after school functions (Dances, class activities, club meeting, etc.).

## **STUDENT CONTRACT I AND STUDENT CONTRACT II**

See attendance secretary for copies of these contracts.

## **VACATION REQUESTS**

Vacation days will no longer count towards loss of credit absences.

## **REQUEST TO WITHDRAW FROM A CLASS**

See the guidance counselors.

## **ELKHART CENTRAL HIGH SCHOOL FINAL EXAMINATION PROCEDURE**

1. Final exams are given the last week of each semester in all classes unless excused by the principal.
2. Teachers will be asked to use time prior to the final examination for review. Teachers are not to give chapter, unit, or other major tests during final examination week, unless make-up work is due during this week.
3. All final exams will be given during the period of time designated as final exam week.
4. The final exam value will be 15% of the semester grade.
5. The final exam grade will be recorded on the report card.
6. The final exam procedure will be explained to each class at the beginning of the semester (or as soon as possible).

## **SENIOR EXAM EXEMPTION POLICY**

A senior who earns a 95% or better during the second semester with no more than five excused absences and no unexcused absences, and no more than 5 total tardies second semester may be excused from the final exam. This policy is **at the discretion of the classroom teacher**. The following absences will not count against a student as part of the five absences: PEERS, field trips, SSAC, service organizations, or other school-initiated absences. **All students who qualify for a final exam exemption must have a parent signature before the student is allowed to be exempt from the final exam.**

**There will be no exceptions to this policy.**

## **WF and WD GRADING**

The following defines the circumstances under which failing grade (**F**), withdraw -failing (**WF**), and withdrawn (**WD**), grades will be issued when a student drops or is withdrawn from a class.

1. Students who leave a class before the end of a semester for non-disciplinary reasons will receive an **N** for the course if they are passing and an **F** if they are failing.
2. Students removed from a class for disciplinary reasons will receive an **N** for the course if they are passing. If they are failing, they will receive an **F**. Students removed for attendance reasons will receive an **N**.
3. All **WF** grades will be recorded on the student's transcript as **F**.

4. Students expelled from school will be withdrawn and the transcript will show no grades for that semester.

### **HONOR ROLL**

All secondary schools will follow the same guidelines concerning the Principal's Honor Roll (3.5 G.P.A.) and Regular Honor Roll (3.0 G.P.A.)

### **Final Exam Grade Reporting**

If a student is absent from school during the final exam period and the absence(s) are excused, the teacher can follow one of two protocols. 1) The student's grade can be calculated without counting the final exam and the student must make up the exam within two weeks of the completion of the term. This option should also be used if the exam would have no effect on the final grade the student would earn. 2) The student's grade can be calculated with a zero for the final. This could affect the final grade the student earns, but may also serve as a motivation tool to insure that the student makes every effort to make up the final as soon as possible.

Any school closings during the final exam period due to weather or any other reason may necessitate an adjustment in the grade reporting procedure. Teachers will receive specific instructions from administration regarding those changes at the appropriate time.

### **Procedure**

If it is necessary to adjust a student's grade after the end of a term the teacher should inform the registrar of the grade change. It is the teacher's responsibility to inform the Principal of any grade changes and to insure that grade verification sheets are also adjusted to reflect the new grade and initialed by the instructor.

## HOMEWORK

Homework is an opportunity for students to develop and learn independent study habits. Learning the necessary techniques and skills for independent study is a lifelong venture that will enhance a person's achievement and growth into many career options and vocations. When students, parents, teachers, and administrators work together, homework becomes a valuable, relevant, and exciting part of the instructional program. The success for building a favorable and positive attitude toward homework rests equally with all parties. Homework requires student effort outside the normal teacher-supervised classroom, and cooperation between teacher and parent is necessary to create the proper environment conducive to successful completion of homework assigned.

There are certain guidelines that teachers can follow to enhance the success of homework.

1. Homework must be purposeful and relevant, capable of being evaluated, and incorporated into a student's grade.
2. Instructions, due dates, and materials required must be clearly stated so that homework can be completed on time.
3. Although the amount and frequency of the homework assigned will vary depending on the class, coordination with other teachers is helpful for both teachers and students.
4. Whenever appropriate, class time for the student to begin an assignment should be provided.
5. Homework shall not be used as a form of punishment. Students should expect to receive homework assignments from their teachers. Student success in learning depends, in part, upon the successful completion of homework. Consequently, students are expected to make a sincere effort to complete homework in an acceptable fashion within the prescribed time limits students should contribute to the positive results of their home study by accepting responsibility for:
  - a. Doing the homework themselves. Assistance from parents and others is appropriate except as limited by teacher direction.
  - b. Arranging with the teacher to make up work missed due to an excused absence.
  - c. Making sure that proper materials and books are taken home for the homework.
  - d. Expecting to make a sincere effort to complete the homework in an acceptable fashion within the prescribed time limits.



## **CHEATING**

The vice principal will be made aware of actions in this area via a student referral form as soon as possible.

A cheating incident is defined as copying or using someone else's work as your own on a test or on any other assigned work, such as homework, workbooks, quizzes, research paper, etc. All students involved in a cheating incident will be levied the same consequence: the one(s) who used someone else's material and one(s) who provided/permitted the material to be used.

The above definition helps to clarify but does not encompass all facets of cheating. The teacher will determine when a cheating incident occurs.

1. The first incident of cheating: "0" for the assignment or test.
2. Second incident: "0" on all assignments for half of the current term.
3. Third incident "0" grade for the semester.

The teacher has a responsibility to take all appropriate measures to prevent cheating. A cheating incident is defined as copying or using someone's work as their own on a test or on any other assigned work.

The teacher will make a parental contact in all three instances, either by telephone or by letter.

## **SPECIAL REPORTS TO PARENTS**

Teachers should make every effort to communicate with parents concerning student progress.

Teachers will not be required to notify the office every time a student is either failing or not working up to capabilities. **However, the responsibility is placed directly upon the teacher for notifying the parent to avoid a student (failing) without warning.** Teachers will contact the home through telephone calls, informal notes, conferences, etc. whenever a student is likely to fail or shows a significant decline in academic performance.

Grade from progress reports should be submitted on the following dates:

1<sup>st</sup> Semester –, September 4, September 25, October 16,(athletic) November 20, December 20  
2<sup>nd</sup> Semester – January 29, March 14 (athletic), April 1, May 6, June 3

## **PARENT TEACHER CONFERENCES**

During the course of the school year, we will have requests from parents for conferences. Parent conferences with staff may be initiated by teachers, parents, students, counselors, and/or administrators. Since this is the best opportunity for parents and teachers to develop an understanding concerning problems of students, we wish to encourage and facilitate these meetings. Remember that your planning period is a time when most conferences should be held. Good contact with students and home is a part of good planning. Conference dates are as follows:

October 22 & 23

## **LOCKERS**

Lockers are the property of the Elkhart Community Schools with an individual locker available for use by each student. Lockers offer minimal security and items of unusual value should not be placed in the locker. The school cannot be responsible for articles taken from lockers.

Each student will be assigned a hall locker with a built-in combination lock. Students are to use the locker they are assigned to and are not to share their combination.

Any locker may be entered by designated school officials without prior notice to the individual to whom the locker has been assigned at any time that indications suggest the locker may contain dangerous, illegal or stolen material. An effort will be made to have the student present.

## **STUDENT SMOKING REGULATIONS**

There will be no smoking on school grounds or inside the building.

School grounds are bordered on the north by the bridge, on the west by the Elkhart River, on the south by the railroad tracks, on the east by Goshen Avenue and the athletic complex across the river. Students caught smoking or using cigarettes or e-cigarettes may also be issued a citation from Elkhart law enforcement.

## **STUDENT ASSISTANTS AND/OR SPECIAL ASSIGNMENTS**

A faculty member may request a junior or senior student be assigned to them as a student assistant. Usually the staff member will request the use of one student assistant per period. These student assistants are not allowed access to the teacher's hard copy grade book or the computer grade book. Students are not allowed to grade papers or record grades.

1. No more than one (1) student will be assigned to a staff member per period, unless approved by the Assistant Principal.
2. Requests for more than one (1) special assignment student must be made in writing to the Assistant Principal.
3. Supervision of that student(s) must be the same as the supervision of a class. The student will be under the direct supervision of the teacher.
4. At no time should the student(s) be permitted to leave the assigned area (room) or building without the proper arrangements being made with the Assistant Principal.
5. If the faculty member cannot provide proper supervision on a given day or period, the student(s) needs to be assigned to another staff member to cover for that day or period, or be reassigned by the guidance department.
6. A grade will be given to a student for a special assignment.

Although all students are encouraged to enroll in six classes each term, all students must be enrolled in a minimum of four full credit classes each term (with the exception of PE, which earns .50 credits). A student may be enrolled in only one period of student assistant or one period of special assignment. All exceptions must be approved by an administrator.

## **GUIDELINES FOR INDEPENDENT STUDY**

The following guidelines have been developed and implemented for monitoring independent study arrangements.

1. No more than two (2) students can be assigned to any teacher during any grading period.
2. When a teacher uses a prep period for supervising independent study students, acceptance of this arrangement must be stated in writing.
3. A study plan, including content, must be approved by the department chairperson, and approved and monitored by the Assistant Principal.
4. If the department is to use independent study, they must develop an independent study course for credit, or credit can be given in an existing course.

# Elkhart Central High School Dress Code Guidelines and Definitions

## PANTS/SHORTS

- Pajama pants and slippers are for home. Please wear them at home only.
- Yoga pants are allowed if they do not fit like leggings or tights.
- Pants of any kind may NOT have holes. Pants and shorts must be pulled up to cover underwear.



- Leggings, jeggings, or any spandex material may be worn if:
  - worn underneath a shirt, dress, or shorts of appropriate length.



- All shorts, skirts, and dresses must be MID-THIGH when seated or standing. This includes athletic shorts. See appropriate examples below.



## ID's

ID's are to be worn on a breakaway lanyard around the neck.

## SHIRTS

- Any girl's shirt or top may be worn as long as it no lower than 4 fingers (together) from the collar bone. (See below)



- All shirts and tops worn by students must have sleeves. No bare shoulders should show.
- All student's clothing must be opaque. (cannot see through)
- Crop tops (1/2 tops) are not appropriate for school (See below)

**Parents:** We give students multiple options to correct any dress code issues that they may have at school. If your student is calling you about dress code, there are two reasons:

1. The student is refusing to fix the problem
2. We do not have a substitute article of clothing

We are willing to work with all students to get them to class as quickly as possible. Your help is needed to make sure your student is appropriately dressed when they leave for school.

## **DISRUPTIVE OR DISORDERLY STUDENT**

### **Outside of Classroom Setting**

Students must have passes whenever they are outside of assigned areas or classes. **DO NOT TOUCH** (Except to break up a fight or defend yourself). These procedures are to be followed if a student, or group of students, disrupts normal school activities.

1. Request pass, read pass, direct student back to class or office. Report incident to issuing teacher and/or office, and, if necessary fill out a hallway incident detention slip; or
2. Request identification card, read card, direct the student to office. Follow up; or
3. If the hallway incident requires immediate administrative attention, escort the student to the office; or
4. Inform the student that failure to comply with this request will be considered insubordination; or
5. Contact the office to advise the personnel who is to be expected in the office. Direct the student(s) to report to the office, immediately, and note physical properties, such as color of clothing, books carried, height, etc; or
6. Inform the student that failure to comply will be considered trespassing; or
7. Contact office, immediately.

## STUDENT REFERRAL PROCESS

### Classroom

The administration will establish and enforce those standards for student conduct adopted for the Elkhart High Schools, the Guidelines for Good School Order, and other guidelines and policies appropriate to maintaining an educational atmosphere at Elkhart Central High School that is conducive to maintaining a safe environment for students and staff.

The administration will support the classroom teacher in establishing and executing classroom management techniques that will maintain optimum academic atmosphere in the classroom.

Since good classroom management involves effective and appropriate teacher-directed consequences for unacceptable student behavior of a **minor and incidental nature**, the classroom teacher will make clear to the students his/her actions as well as the consequences for unacceptable student behavior. The classroom teacher will utilize all available resources and techniques in implementing his/her classroom management, including but not limited to, verbal reprimand or discussions, student detention, parent contact and/or conference, assistance of the guidance counselor, and referral to a school administrator.

Students may be referred to a principal at the teacher's discretion when his/her efforts in implementing appropriate student conduct in the classroom have been unsuccessful or at such time that an incident occurs that, by its nature, demands immediate removal of the student from the classroom. Whenever possible, referral to a principal will be accompanied by a written referral to the principal indicating the nature of the problem and listing the teacher's efforts at resolving the problem. When a situation demands immediate removal of the student to the principal, a written referral will accompany the student or be sent to the principal as soon as possible thereafter.

The principal will determine the consequences to be implemented at the administrative level. Verbal and/or written response to the referring teacher will occur as soon as possible. A record of the referral and the action taken will be kept in the student's computer discipline record.

Referrals may fall into two general categories:

1. Spontaneous – insubordinate or spontaneous disruptive behavior that requires immediate removal of the student from the classroom. The student is to be sent with a referral to detention for the remainder of the hour. Verbal and/or written feedback will be given to the referring teachers as soon as possible by one of the principals.
2. **Repeated** failure to conform to normal and reasonable class expectations and behavioral guideline. **The classroom teacher is to make every effort to resolve the problem.**

Suggestions include:

- a. Private, one-to-one conversation with the student.

- b. Teacher imposed disciplinary action, i.e., detention.
- c. Discussion of the situation/problem with the guidance counselor.
- d. Assistance from the guidance counselor
- e. Parent contact – telephone, letter, email, etc.
- f. Parent conference
- g. Conference with an administrator
- h. Conference with other teachers of that student
- i. Referral to an administrator (not necessarily for the act itself, but for failure to comply with consequences.)

**Counselor role in student referrals:**

A student may be referred to the counselor by an administrator or by a classroom teacher for the purpose of assisting that student in whatever appropriate and adjustment needs to occur for his/her success in a given situation. The counselor will not be involved in punitive actions, but rather will assist in determining possible causes for the problem and in effecting changes to assist the student in being successful.

An administrator may request counselor follow-up with a student after punitive action have been taken at any time deemed appropriate.

A teacher may request from the counselor information, interpretations of information, background on a student, or just a listening ear. The teacher may also request that the counselor assist in resolving a problem with the student. This will occur after communication between the teacher and the counselor (either verbal or written). Teachers will not spontaneously send students to the counselor. Arrangements will be made by the counselor to send for a student or to have the student sent to the counselor from the referring teacher. The counselor may be requested to schedule and attend a parent conference and/or to schedule a conference with all of the student’s teachers.

**ACCIDENTS**

All accidents involving students with personal injury are to be referred to the school nurse and the office immediately. The teacher in charge will be requested to submit an accident report to the nurse. When an emergency arises and the nurse is not in the building, contact the main office at **4700**.

If the nurse is required, call Central nurse, at **4722**

**Emergencies**

A. Possible fracture or cuts:

- 1. Contact the nurse and an administrator. If no one is available, contact at **4710**.
- 2. Parent/guardian contact will be made by nurse or administrator depending on severity.

B. Severe bleeding:

1. Call the nurse and an administrator
2. Administration or nurse will make the call for an ambulance
3. The administration will make call to parent/guardian

C. Illness:

1. The student may lie down in the nurse's office while further effort is made to contact parent. The student is not to be left in the nurse's office unattended. At the end of one hour, the student is to return to class. If student needs advice from the nurse, please follow these procedures:
  - a. Write a memo to the nurse and put it in the nurse's mailbox.
  - b. The note is to include the name of the student and the problem, if possible.
  - c. When the nurse returns, the student will be contacted.

### **GRADES CORRECTION/ADDITION**

There is a form in the guidance office. The purpose of this form is to add, correct or change any grades on a student's record from a previous grading period. Teachers can also email Judy Miller, registrar with the correction.

This form can only be submitted between grading periods.

The same information on Grades Correction/Addition card as Grades for Students Missing from Scan Sheets (page1)



Scheduled Meetings  
Elkhart Central High School

Department Chair Meetings 2:45 p.m. Principal's conference room.

Tuesday, August 13  
Wednesday, September 18  
Wednesday, October  
Wednesday, November  
Wednesday, December  
Wednesday, January  
Wednesday, February  
Wednesday, March  
Wednesday, April  
Wednesday, May

ETA – building representatives Principal's conference room 6:30 a.m.

Tuesday, August 13 @ 1:35  
Thursday, September 5  
Thursday, October 3  
Thursday, November 7  
Thursday, December 5  
Thursday, January 9  
Wednesday, February 5  
Thursday, March 5  
Thursday, April 2

Faculty meetings 2:00 p.m. Media Center

Wednesday, August 14  
Monday, September 9  
Monday, October 7  
Monday, November 4  
Monday, December 2  
Monday, January 6  
Monday, February 3  
Monday, March 2  
Monday April 13  
Monday May 4  
Monday, June 1

ETA Building Representatives:

Dave Hicks, Laura Stauffer, Amy Stine, and Erin Cisneros

**Principal's Parents Advisory Council**  
**Meetings Third Wednesday of the Month – 7:00 p.m. Media Center**

## ELKHART CENTRAL FACULTY LIST

2018-19

Frank Serge, Principal

Kelly Berheide, Assistant Principal

Matt Werbiansky, Assistant Principal/Student Programs

TBD, Assistant Principal

JeNeva Adams, Assistant Principal

Brian Buckley, Athletic Director

Joshua Shattuck, Assistant Athletic Director

Neil Bahbah  
Kristin Baker  
Scott Barnes  
Joni Bertram  
Robert Brannock  
Angela Brown  
Kelly Buckley  
Alexis Burgess  
Luann Burlingame  
Dan Burton  
Erin Cisneros  
Bradley Compton  
Helene Dauerty  
Kate Dean  
Maria DeVries  
Missie Dickerson  
Rod Donigan  
Gail Draper  
Mike Drews  
Pam Duff  
Janis Elli  
Ted Elli  
David Elliott  
Heidi Elonich  
Matt Erlacher  
Jennifer Espinosa  
Sarah Flagg  
Michelle Fleischer  
Cody French  
Susan Fritschi  
Angela Garcia  
Amy Garretson  
Tamara Gonzalez  
Anita Gorden  
Kris Gravender  
Faith Grubaugh  
Julie Guthrie  
Jill Halloran-Barnes  
Kelly Harrington

Jeff Hatfield  
Dave Hicks  
Jennifer Higley  
Kylie Hill  
Hiromi Hollett  
Lori Holt  
Melissa Horvath  
Jeremy Hren  
Ashley Jager  
Eric Jantzen  
Julie Jerzak  
Tim Jones  
Colleen Jones-DuBois  
Mike Kelley  
Jonathan Kirkton  
Tracy Korn  
Dana Lawdenski  
James Leeling  
Kyle Lesniewicz  
Dan Loth  
Jim Mackiewicz  
Elise Maller  
Paul McClelland  
Luccas McDonald  
Lisa Milanese  
Kent Miller  
Kyle Miller  
Tanisha Miller  
Tracey Miller  
Kristen Milton-Watt  
Jena Nelson  
William Niederer  
Lindsay Nilsen  
Jesse Olson  
Rachel Parker  
Matt Perkey  
Patricia Pletcher  
Kelly Reid  
Jeff Reinert

Krista Riblet  
Janet Riley  
Regina Roberson  
Frank Rossi  
Jessica Schibley  
April Schneider  
Scott Sekal  
Bekah Shenk  
Melissa Short  
Jolynn Shull  
Sherwin Simon  
Yoketha Sims  
Barry Singrey  
Leslie Smith  
Terry Smith  
Elizabeth Sokolowski  
Cara Starzyk  
Steve Starzyk  
Laura Stauffer  
Amy Stine  
Brittany Townsley  
Josh Tyson  
Haley Warstler  
Cory Watt  
Stevi Weaver  
Kyle Weirich  
Tracey Weirich  
Christina Werbiansky  
Jason Westbrook  
Zach Whickcar  
Allan Whitehead  
Sasha Wilson  
Matthew Windy

**Monday Class Schedule (Early Release)**

**Period 1**                    **7:25-8:07**

**Period 5**                    **8:12-8:50**

**Period 2**                    **8:55-9:33**

**Period 6**                    **9:38-10:16**

**Period 3**                    **10:21-10:59**

**Period 7**                    **11:04-12:29**

|                |                      |                      |                      |
|----------------|----------------------|----------------------|----------------------|
| <b>A Lunch</b> | <b>L 10:59-11:29</b> | <b>C 11:34-12:29</b> |                      |
| <b>B Lunch</b> | <b>C 11:04-11:29</b> | <b>L 11:29-11:59</b> | <b>C 12:04-12:29</b> |
| <b>C Lunch</b> | <b>C 11:04-11:59</b> | <b>L 11:59-12:29</b> |                      |

**Period 4**                    **12:34-1:13**

**Period 8**                    **1:18-2:00**

**Blue Day (Tues/**Thurs.**)**

**Period 1**                    **7:25-8:55**

**Period 2**                    **9:00-10:25**

**PRIDE/ACTIVITY**        **10:30-11:00**

**Period 3 (lunch)**        **11:05-1:05**

|                |                      |                      |                     |
|----------------|----------------------|----------------------|---------------------|
| <b>A Lunch</b> | <b>L 11:05-11:35</b> | <b>C 11:40-1:05</b>  |                     |
| <b>B Lunch</b> | <b>C 11:05-11:35</b> | <b>L 11:35-12:05</b> | <b>C 12:10-1:05</b> |
| <b>C Lunch</b> | <b>C 11:05-12:30</b> | <b>L 12:35-1:05</b>  |                     |

**Period 4**                    **1:10-2:40**

**Red Day (Wed. & Fri.)**

**Period 5**                    **7:25-8:55**

**Period 6**                    **9:00-10:25**

**PRIDE**                      **10:30-11:00**

**Period 7 (lunch)**        **11:05-1:05**

|                |                      |                      |                     |
|----------------|----------------------|----------------------|---------------------|
| <b>A Lunch</b> | <b>L 11:05-11:35</b> | <b>C 11:40-1:05</b>  |                     |
| <b>B Lunch</b> | <b>C 11:05-11:35</b> | <b>L 11:35-12:05</b> | <b>C 12:10-1:05</b> |
| <b>C Lunch</b> | <b>C 11:05-12:30</b> | <b>L 12:35-1:05</b>  |                     |

**Period 8**                    **1:10-2:40**

## GENERAL AREAS OF ADMINISTRATIVE RESPONSIBILITY

Frank Serge.....Principal  
Secretary.....Rosemary Krull

The principal is responsible for the overall operation of Elkhart Central High School. Among the areas of concentration is that of establishing and maintaining an atmosphere which promotes the educational process and all it participants.

|                       |                                     |                 |
|-----------------------|-------------------------------------|-----------------|
| Student Council       | Principal’s Parent Advisory Council |                 |
| Math                  | Secretaries                         | English 10      |
| Certified Staff       | Publications                        | New Teachers    |
| Curriculum            | Public Relations                    | PLC/Data Teams  |
| Drama                 | Student Activities                  | Master Schedule |
| Media Center Services | Support Staff                       |                 |
| Technology            | Budgets                             |                 |
| Print Requests        | Student Schedules                   |                 |

Kelly Berheide.....Vice Principal  
Secretary .....Dana Wyatt

The assistant principal assists the principal in several ways, concentrating in the areas of budgeting, discipline, and school procedural requirements.

|                       |                |                      |
|-----------------------|----------------|----------------------|
| Advisory              | Book Rental    | Emergency Drills     |
| Academic Dishonesty   | English        | Parking              |
| Career Center Liaison | Inventories    | Summer School        |
| Custodians            | Enrollments    | Student Handbook     |
| Building Security     | Music          | Dollars for Scholars |
| Bus Discipline        | World Language | PLC/Data Teams       |
| Transportation        | Cohorts        |                      |
| School Without Walls  | SSAC           |                      |

David Bird .....Assistant Principal  
Secretary .....Amanda Wirt

This assistant principal also assists the principal in many ways, focusing on student attendance, enrollment and discipline.

|                   |                      |                             |
|-------------------|----------------------|-----------------------------|
| Tardies           | Nurse’s Office       | PE/Health                   |
| Discipline        | Paras (Special Ed)   | FACS                        |
| Art               | Locker Security      | PLC/Data Teams              |
| Summer School     | Testing ISTEP & WIDA | Academic Honors recognition |
| IDs               | Attendance & Rewards | Industrial Tech             |
| P/T Conferences   | Enrollments          |                             |
| Field Experiences |                      |                             |

Matt Werbiansky.....Assistant Principal/Student Programs  
 Secretary.....Amanda Wirt/Maribel Maxson

This assistant principal major responsibilities are data teams, NCA, and directing student activities.

|                               |                               |                     |
|-------------------------------|-------------------------------|---------------------|
| Fund Raisers                  | Auditorium,                   | Homecoming          |
| Science                       | School Calendar               | Commitment to Grad. |
| PLC/Data Team Process         | Student Activities            | In-services         |
| Data Collation                | Blazer Club                   | PLC Teams           |
| Swihart Commemorative Schshp. | Club Organization (rotations) | Yearbook/Newspaper  |
| Assign Rooms for Clubs        | Advanced Ed                   | APEX                |
| School Pictures               | Commitment to graduate        | Rotary              |
| Attendance & Rewards          |                               |                     |

JeNeva Adams.....Assistant Principal  
 Secretary.....Amanda Wirt

This assistant principal will have overall responsibility for the freshmen students

|                    |                                |                    |
|--------------------|--------------------------------|--------------------|
| Discipline         | Social Studies                 | PLC Teams          |
| Enrollment         | Expulsions                     | Liaison LIFE       |
| Special Ed         | After Hours                    | Paras (Special ED) |
| Parent Conferences | Development of Freshmen Center |                    |

Brian Buckley .....Athletic Director  
 Secretary .....Betsy Delks

In assisting the principal, the athletic director has the major responsibility of coordinating and supervising all aspects of the high school athletic and intramural programs to assure that each student is provided opportunity to participate in such related activity.

|                  |                       |                        |
|------------------|-----------------------|------------------------|
| Athletic Trainer | Awards & Banquets     | Budget                 |
| Cheerleaders     | Coaches               | Concessions            |
| Contracts        | Crowd Control         | Eligibility Compliance |
| Equipment        | Evaluations – Coaches | Facility Coordination  |
| IHSAA            | Insurance Program     | Blazer Club            |
| Intramurals      | Inventory             | Medical Care           |
| N.I.C.           | Officials             | Public Relations       |
| Rice Field       | Rules Clinics         | Scheduling Contests    |
| Sports (21)      | Student Athletics     | Tickets                |
| Tournaments      | Transportation        |                        |

Josh Shattuck .....Assistant Athletic Director

|                                      |                               |
|--------------------------------------|-------------------------------|
| Game Scheduling maintenance (Roeing) | Official Scheduling (arbiter) |
| Supervision support                  |                               |

**Elkhart Community Schools**  
**Position Description**

|                        |  |                           |
|------------------------|--|---------------------------|
| <b>Position Title:</b> | <b>High School Department Chairperson-Extra Duty Position</b>  |                           |
| <b>Qualifications:</b> | Required Successful Teaching Experience (five years preferred); State Certification if applicable; Demonstrated leadership ability. Desired: Leadership and experience in curriculum development; Excellent team building and human relations skills, Masters degree (subject area preferred). |                           |
| <b>Department:</b>     | High School Building   |                           |
| <b>Reports to:</b>     | High School Principal  |                           |
| <b>Prepared by:</b>    | Pamela Cozort  | <b>Date: May 19, 2003</b> |
| <b>Approved by:</b>    | Doug Thorne  | <b>Date: May 19, 2003</b> |

**SUMMARY:** To improve the quality of the educational program in the specific instructional department to which the Chairperson is assigned.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** (*Other duties may be assigned*)

1. Curriculum and Assessment Evaluation – Exercises a leadership role in the periodic study and improvement of the curriculum and assessment evaluation.
2. Curriculum Development – Provides leadership and coordination in the development and use of courses of study in the department, within the school, and throughout the Elkhart Community Schools.
3. Instructional Assistance – Provides leadership for improving methods and techniques of teaching
4. Inventory – Coordinates and maintains the department inventory of instructional equipment, textbooks, and other teaching materials.
5. Safety and Maintenance – Sees to the safety requirements and proper maintenance of departmental equipment and facilities.
6. Budget – Prepares and presents budget requests to the appropriate administrator.
7. Instructional Material Selection – Assists in the selection of textbooks, instructional equipment and other teaching materials.
8. Scheduling – Provide Administration with input relating to the development of the Master Teaching scheduling.

**Qualification Requirements:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Reasoning Ability:** *Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.*

**Physical Demands:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Work Environment:** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

*The noise level in the work environment is acceptable to this particular environment. However, the noise level can vary depending upon daily activity, but will still remain within the acceptable noise level range. The employee continuously is interacting with the public, staff and students. The employee frequently will be required to meet multiple demands from several people.*

**The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.**

**ELKHART COMMUNITY SCHOOLS**  
**Elkhart, Indiana**

**POSITION DESCRIPTION**

POSITION TITLE: High School Department Chairperson

QUALIFICATIONS:

- Required:
1. Master's Degree (subject area preferred)
  2. Successful Teaching Experience (five years preferred)
  3. State Certification if applicable

Desirable: Leadership and experience in curriculum development.

REPORTS TO: High School Principal

POSITION GOAL: To improve the quality of the educational program in the specific instructional department to which the Chairperson is assigned.

PERFORMANCE RESPONSIBILITIES:

System Responsibilities:

- |                                    |   |
|------------------------------------|---|
| Curriculum Evaluation of the       | 1. Exercises a leadership role in the periodic study and improvement of the curriculum.   |
| Curriculum Development throughout  | 2. Provides leadership and coordination in the development and use of courses of study in the department, within the school, and the Elkhart Community Schools. |
| Instructional Assistance teaching. | 3. Provides leadership for improving methods and techniques of teaching.  |
| Inventory instructional            | 4. Coordinates and maintains the department inventory of equipment, textbooks, and other teaching materials.  |
| Safety and Maintenance department  | 5. Sees to the safety requirements and proper maintenance of equipment and facilities.  |
| Budget                             | 6. Prepares and presents budget requests to the appropriate person.   |
| Instructional Material selection   | 7. Assists in the selection of textbooks, instructional equipment and other teaching materials.   |

- |                                   |  |
|-----------------------------------|--|
| Personnel Assistance              | 8. Provides assistance to new department personnel, substitutes and student teachers.  |
| Communication per-                | 9. Promotes communication and cooperation among departmental personnel, the school, the administrative staff and the community.  |
| Department Meetings               | 10. Plans and conducts meeting of the department.  |
| In-Service growth                 | 11. Coordinates efforts and assists in the planning of professional activities.  |
| Professional Growth               | 12. Stays abreast of current developments related to their departmental responsibilities.  |
| Recommendations conferences       | 13. Recommended department personnel to attend professional and workshops.   |
| Assessment concerning techniques, | 14. Provides the appropriate administrator with information the academic and/or special area competencies, instructional methods, and classroom management used by departmental personnel. |
| Requisitions appropriate          | 15. Submits all requisitions for departmental expenditures to the administrator.   |
| Staffing with by the              | 16. Reports departmental staffing needs, and participates in interviews candidates as requested, and makes recommendations as requested appropriate administrator.                         |
| Student Placement development     | 17. Assists as requested, the appropriate administrator with the of the department's master schedule.  |
| Other department as               | 18. Assists with guidance and placement students within the requested by the appropriate administrator.  |

Special Responsibilities: (To be in writing and attached to the job description.)



**ADMINISTRATIVE ASSIGNMENT  
TEACHER EVALUATIONS 2019-2020**

|                      |                  |                      |
|----------------------|------------------|----------------------|
| Frank                | Jolynn Shull     | Scott Sekal          |
| Pam Duff             | Yoketha Sims     | Terry Smith          |
| Maria DeVries        | Barry Singrey    | Beth Sokolowski      |
| Colleen Jones-DuBois | Melissa Short    | Steve Starzyk        |
| Heidi Elonich        | Jason Westbrook  | Laura Stauffer       |
| Jennifer Espinosa    | Kelly            | Haley Warstler       |
| Janis Elli           | Neil Bahbah      | Cory Watt            |
| Angela Garcia        | Kristin Baker    | Zach Whickcar        |
| Tamara Gonzalez      | Robert Brannock  | JeNeva               |
| Kris Gravender       | Luann Burlingame | Kelly Buckley        |
| Jonathan Kirkton     | Dan Burton       | Kate Dean            |
| Tracy Korn           | Brad Compton     | Matt Erlacher        |
| James Mackiewicz     | David Elliott    | Michelle Fleischer   |
| Elise Maller         | Sarah Flagg      | Amy Garretson        |
| Kent Miller          | Jeff Hatfield    | Anita Gorden         |
| Kristen Milton-Watt  | Jennifer Higley  | Julie Guthrie        |
| Jena Nelson          | Kyle Miller      | Jill Halloran-Barnes |
| Jesse Olson          | Bill Niederer    | Jeremy Hren          |
| April Schneider      | Jeff Reinert     | Ashley Jager         |
| Amy Stine            | Krista Riblet    | Mike Kelley          |
| Chris Werbiansky     | Jessica Schibley | Dana Lawdenski       |
|                      | Sherwin Simon    | James Leeling        |
| Matt                 | Leslie Smith     | Luccas McDonald      |
| Scott Barnes         | Josh Tyson       | Tanisha Miller       |
| Alexis Burgess       | Stevi Weaver     | Matt Perkey          |
| Erin Cisneros        | Kyle Weirich     | Kelly Reid           |
| Helene Dauerty       | Alan Whitehead   | Janet Riley          |
| Missie Dickerson     | Sasha Wilson     | Bekah Shenk          |
| Rod Donigan          | Matt Windy       | Cara Starzyk         |
| Mike Drews           |                  | Brittany Townsley    |
| Cindy East           | David Bird       | Tracey Weirich       |
| Cody French          |                  |                      |
| Susan Fritschi       | Angela Brown     | Gail                 |
| Hiromi Hollett       | Ted Elli         | Sarah Flagg          |
| Eric Jantzen         | Faith Grubaugh   | Heidi Elonich        |
| Julie Jerzak         | Kelly Harrington | Elise Maller         |
| Tim Jones            | Dave Hicks       | Chris Werbiansky     |
| Dan Loth             | Kylie Hill       | Michael Kelley       |
| Paul McClelland      | Lori Holt        | Regina Roberson      |
| Lindsay Nilson       | Melissa Horvath  |                      |
| Rachel Parker        | Tim Jones        |                      |
| Patti Pletcher       | Tracey Miller    |                      |

## OFFICE PERSONNEL & SUPPORT STAFF

### Secretaries:

|                 |   |
|-----------------|---|
| Rosemary Krull  | Principal/Office Manager                |
| Dana Wyatt      | Assistant Principal/Treasurer           |
| Courtney Curry  | Registrar                               |
| Betsy Delks     | Athletic                                |
| Amanda Wirt     | Asst. Principals/Attendance             |
| Teresa Hobson   | Media Center                            |
| Betty Lou Kline | Music                                   |
| Sue Behling     | Adult Receptionist and General Office   |
| Maribel Maxson  | Student Receptionist and General Office |
| Sheila Brown    | Guidance                                |

### Paraprofessionals:

|                         |                           |
|-------------------------|---------------------------|
| John Stahl              | Security                  |
| Bill Greene             | Detention                 |
| Will Coatie             | I.S.S.                    |
| Yolanda Stahl           | Detention/Study Hall      |
| TBD                     | Learning Community        |
| Thelma Smith            | Learning Disabled         |
| Shari Warlick           | MoMH                      |
| Margaret Scott          | MoMH                      |
| Madison Bartley         | MoMH                      |
| Barb Foster             | Special Education         |
| Lydia Billings          | MoMH                      |
| Marilyn Bender          | MoMH                      |
| Jan Roscoe              | Learning Disabled         |
| Arissa Miller           | MoMH                      |
| Nancy Morningstar       | Special Education         |
| Trish Hutchison         | Job Coach Para            |
| Dinita House-James      | ENL                       |
| Vilma Carrocio          | ENL                       |
| Tona Vanover            | ED                        |
| Rick Nussbaum           | Instructional (Ind. Tech) |
| Vilma Ortiz de Carrocio | Child Care                |

### Technical Assistant:

|                    |              |
|--------------------|--------------|
| Vicky Kraus        | Child Care   |
| Melissa McAllister | Child Care   |
| Laura Homan        | Computer Lab |
| Laura Baier        | Music        |
| Katrina Torres     | ESL          |
| Juan Davila        | APEX         |

### Support Personnel:

|                  |                  |
|------------------|------------------|
| Sherwin Simon    | Social Worker    |
| Wendy Freeland   | Nurse            |
| Rebekah Thompson | Psychologist     |
| TBD              | Speech Therapist |

Tracey Miller  
Jeff Kinkaide  
Cheryl Birkey

Attendance  
Head Custodian  
Cafeteria

## **STUDENT SERVICES DEPARTMENT**

It is hoped that the following information concerning the resources and functions of the Central High School Guidance Department will assist teachers in making maximum use of their services.

The Central Guidance Department consists of five counselors to whom students are assigned alphabetically by surname. In addition to their student assignment, each counselor also assumes responsibility for various aspects of the guidance department program. The counselors and their assignments are as follows:

Mrs. Sarah Flagg – **LOP**

Ms. Werbiansky – **Students A-D (Avengers)**

Mrs. Elonich – **Students L-Re (Marvels)**

Ms. Maller– **Students E-K, (Titans)**

Michael Kelley – **Students Ri-Z (Legends)**

Mrs. Regina Roberson - **Early College**

Mrs. Gail Draper- Director of Guidance

Additional services in the Guidance Department are provided by the guidance secretary and by the social worker.

Students are encouraged to visit the guidance office during their free time or during lunch period since counselors will be available at that time. If it is necessary for a student to see a counselor during a scheduled class, teachers are asked to send the student with a pass if/when they feel it is appropriate.

Any counselor will see any student at the student's request regardless of surname assignment; however, all matters pertaining to class scheduling and academic advisement should be handled by the assigned counselor, except in the counselor's absence. Any student who has been unable to contact his/her counselor may make an appointment with the guidance secretary.

The Career Resource Room, which is open before school and during the school day, contains information on many two and four year colleges, vocational and technical schools, and armed forces opportunities. It also contains other career-related information and materials available for student, parent or teacher use. There are two computers available, which offer the students the opportunity to explore various career and educational options. All students, regardless of grade level, and teachers are encouraged to make use of the Career Resource room.

The Guidance Department is eager to assist teachers and students. Teachers are encouraged to consult with counselors at any time, and teacher-counselor conferences will be arranged at the teacher's request. Please feel free to stop in and visit the Guidance Department.

## HALL ORDER AND TEACHER RESPONSIBILITY

When the tones sound to signal the change of classes, hundreds of students enter the corridors and go to various sections of the building. This must be accomplished in an orderly manner with students observing rules and regulations established to facilitate this change. The following suggestions are to be put into practice by all staff members:

1. Teachers will post themselves outside of their door five minutes before classes start in the morning and during each change of class.
2. At the close of day, teachers will remain at their door until five minutes after the final bell to supervise the traffic in the corridors.

We urge that this practice be followed every day of the school year. Only through complete cooperation of all staff members can order be maintained. If several teachers fail to assume this responsibility, the quality of supervision for the entire floor is affected.

### SUPERVISION

#### Job Description

|                 |   |
|-----------------|---|
| Restrooms:      | Purpose is to be seen, which will help eliminate problems. Check exits and restrooms for smokers and vandalism.   |
| Other Stations: | Basically same purpose. Move around, be seen and prevent problems.  |
| Bus Station:    | Purpose is to be seen, which will help to eliminate problems. To be visible to the students both inside and outside area. To assist in loading buses in an orderly fashion.   |
| Student Center: | Purpose is to move around the area and be highly visible. Insure the proper care and uses of Student Center furniture, keep entrances to cafeteria open for easy flow of traffic and require all students to remain in cafeteria with food and drink items. |
| Exits:          | Purpose is to prevent students from leaving the building during passing periods, unless authorized by principal and spot check I.D.s at lunch time.   |

## Staff Supervision Assignments 1<sup>st</sup> Semester 2019-20

### **Cafeteria (Breakfast)**

**7:00-7:10** Perkey and Mackiewicz (**Pick up radio from security kiosk**)

**7:10-7:20** T. Elli and Horvath

**7:15-7:25** Riblet and Jones(**Return radio to security kiosk**)

### **Student Center (Check for ID's, no food in the student center, check dress code)**

**7:00-7:10** Watt and Whickcar

**7:10-7:20** Short and Singrey

**7:15-7:25** T. Smith, Erlacher

**C Hall Downstairs 7:00-7:10** Higley      **7:10-7:20** Cisneros

### **H Hall (by book store area)**

**7:15-7:25** Sekal

**Auditorium Hall entrance 7:10-7:20** Reinert and Tyson

**Entrances 7:10-7:20 (unless otherwise stated)**

**Northeast** Weaver

**North 7:00-7:10** Adams                      **7:10-7:20** Sokolowski                      **7:15-7:25** Harrington

**(Students may not enter the building without an ID. Students must walk around to the front of the building to go to student services if they have no ID. Make sure students are appropriately dressed.)**

**West** Barnes

**Main 7:00-7:10** Hicks      **7:10-7:20** Missie Dickerson      **7:15-7:25** Lori Holt

### **Main Floor Hallways (1<sup>st</sup> Floor) 7:10-7:20 unless otherwise indicated**

**B and J Intersection:** Nelson

**Pool & AA Hall Intersection:** Garretson

**K & E Intersection:** Dauerty

**B & L Intersection:** C. Starzyk

**J Hall:** Jantzen

**C & L Intersection:** Schibley

**C & K Intersection:** Shull

**C & M Intersection:** Wilson

**DD & HH Intersection:** Baker

**HH:** Niederer

**A Hall:** Dean and Nilsen

**B Hall:** HB and Bahbah

**L Hall:** McDonald and Kirkton

**D Hall:** Titus

**E Hall:** Lawdenski

**M Hall:** (**Middle of M Hall FACS**) Burlingame

**M Hall:** **Science Hall** C. Watt and McClelland

### **Upstairs Hallways**

**A and H Intersection:** L. Smith

**A and B Intersection:** Grubaugh

**South H Stairwell:** Garcia and Espinosa

**South B Stairwell:** (**Top of stairs**) Leeling and Riley

**South C Hall and C Stairwell Intersection** Shenk (stand on the top of the stairs)

**South C Hall:** T. Miller

**C Hall:** Warstler, French and Shattuck

**North C and C Hall Intersection Stairs:** Starzyk (stand at the top of the stairs)

**C and A Intersection (by A200)** Korn

**C and H Hall Intersection:** DeVries

**H Hall:** Schneider, Duff and Stauffer

**H and B Intersection:** Burgess

**H Hall Stairway:** Fritschi

**A Hall Stairway:** Buckley (Top of the stairs), Gonzalez(on landing)

**A Hall:** Jones DuBois, Olson, Stine and J. Elli

**B Hall:** Reid, Drews and Gravender

**5<sup>th</sup> Period Student Center Supervision (C and K intersection) Students may not go into C Hall**

**Detention Lunch Relief 11:35-12:05**

**Monday (11:29-11:59)** Jerzak

**Tuesday** Brown

**Wednesday** Townsley

**Thursday** Burlingame

**Friday** K. Miller

**ISS Lunch Relief 11:35-12:05**

**Monday (11:29-11:59)** Jager

**Tuesday** Hill

**Wednesday** Hren

**Thursday** Lesniewicz

**Friday** Loth

**Counselors**

**Lunch time duty as per department schedule (Book store area)**

**Monday:** Mike Kelley

**Tuesday:** Heidi Elonich

**Wednesday:** Sherwin Simon

**Thursday:** Chrissy Werbiansky

**Friday:** Regina Roberson

**Paraprofessional Supervision Assignments**

**Advisory 10:04-10:27**

**Tuesday and Wednesday (move students to advisory, check passes)**

Barb Foster and Vilma Carroccio **Student Center**

Nancy Morningstar **B Hall Upstairs**

**Thursday and Friday (move students to advisory, check passes)**

Thelma Smith and D. House **Student Center**

**B Hall**

Jan Roscoe    **Upstairs**  
 Trish Hutchinson

**Special Assignment**

Guthrie, Gorden, T Weirich, Compton

**Period Restroom Supervision**

**Please watch for groups heading into the restrooms. Students like to hang out and skip classes. Please stand where you can see students enter the restrooms. This could be just outside of your classroom.**

**Downstairs**

|               |   |                  |
|---------------|---|------------------|
| <b>A Hall</b> | <b>Between 1<sup>st</sup> and 2<sup>nd</sup> period</b> | <b>Dean</b>      |
|               | <b>Between 2<sup>nd</sup> and Advisory</b>              | <b>K. Miller</b> |
|               | <b>Between Advisory and 3rd period</b>                  | <b>Nilsen</b>    |
|               | <b>Between Advisory and 4<sup>th</sup> period</b>       | <b>Kirkton</b>   |
|               | <b>Between 5<sup>th</sup> and 6<sup>th</sup> period</b> | <b>K. Miller</b> |
|               | <b>Between 6<sup>th</sup> and Advisory</b>              | <b>Nelson</b>    |
|               | <b>Between Advisory and 7th</b>                         | <b>Weaver</b>    |
|               | <b>Between 7<sup>th</sup> and 8<sup>th</sup> period</b> | <b>Jantzen</b>   |

**B Hall**

|   |                   |
|---|-------------------|
| <b>Between 1<sup>st</sup> and 2<sup>nd</sup> period</b> | <b>Bahbah</b>     |
| <b>Between 2<sup>nd</sup> and Advisory</b>              | <b>Horvath</b>    |
| <b>Between Advisory and 3rd period</b>                  | <b>HB</b>         |
| <b>Between Advisory and 4<sup>th</sup> period</b>       | <b>McDonald</b>   |
| <b>Between 5<sup>th</sup> and 6<sup>th</sup> period</b> | <b>Wilson</b>     |
| <b>Between 6<sup>th</sup> and Advisory</b>              | <b>Mackiewicz</b> |
| <b>Between Advisory and 7th</b>                         | <b>C. Starzyk</b> |
| <b>Between 7<sup>th</sup> and 8<sup>th</sup> period</b> | <b>Cisneros</b>   |

**Stand at the Corner of L and B to observe both restrooms**

**L Hall**

|   |                   |
|---|-------------------|
| <b>Between 1<sup>st</sup> and 2<sup>nd</sup> period</b> | <b>Bahbah</b>     |
| <b>Between 2<sup>nd</sup> and Advisory</b>              | <b>Horvath</b>    |
| <b>Between Advisory and 3rd period</b>                  | <b>HB</b>         |
| <b>Between Advisory and 4<sup>th</sup> period</b>       | <b>McDonald</b>   |
| <b>Between 5<sup>th</sup> and 6<sup>th</sup> period</b> | <b>Wilson</b>     |
| <b>Between 6<sup>th</sup> and Advisory</b>              | <b>Mackiewicz</b> |
| <b>Between Advisory and 7th</b>                         | <b>C. Starzyk</b> |
| <b>Between 7<sup>th</sup> and 8<sup>th</sup> period</b> | <b>Cisneros</b>   |

**Art Restrooms**



|  |            |
|--|------------|
| Between 1 <sup>st</sup> and 2 <sup>nd</sup> period | Sokolowski |
| Between 2 <sup>nd</sup> and Advisory               | Harrington |
| Between Advisory and 3 <sup>rd</sup> period        | Jager      |
| Between Advisory and 4 <sup>th</sup> period        | Barnes     |

|  |          |
|--|----------|
| Between 5 <sup>th</sup> and 6 <sup>th</sup> period | Watt     |
| Between 6 <sup>th</sup> and Advisory               | Cisneros |
| Between Advisory and 7 <sup>th</sup>               | Hren     |
| Between 7 <sup>th</sup> and 8 <sup>th</sup> period | Schibley |

**K Hall & E Hall (Stand at E & K Intersection)**

|  |         |
|--|---------|
| Between 1 <sup>st</sup> and 2 <sup>nd</sup> period | Dauerty |
| Between 2 <sup>nd</sup> and Advisory               | Shull   |
| Between Advisory and 3 <sup>rd</sup> period        | Titus   |
| Between Advisory and 4 <sup>th</sup> period        | Loth    |

|  |         |
|--|---------|
| Between 5 <sup>th</sup> and 6 <sup>th</sup> period | Dauerty |
| Between 6 <sup>th</sup> and Advisory               | Shull   |
| Between Advisory and 7 <sup>th</sup>               | Titus   |
| Between 7 <sup>th</sup> and 8 <sup>th</sup> period | Loth    |

**Student Center      Police Officer all periods**

**Upstairs**

**H Hall**

|  |           |
|--|-----------|
| Between 1 <sup>st</sup> and 2 <sup>nd</sup> period | Schneider |
| Between 2 <sup>nd</sup> and Advisory               | Westbrook |
| Between Advisory and 3 <sup>rd</sup> period        | Short     |
| Between Advisory and 4 <sup>th</sup> period        | Hollett   |

|  |          |
|--|----------|
| Between 5 <sup>th</sup> and 6 <sup>th</sup> period | Stauffer |
| Between 6 <sup>th</sup> and Advisory               | Fritschi |
| Between Advisory and 7 <sup>th</sup>               | Duff     |
| Between 7 <sup>th</sup> and 8 <sup>th</sup> period | DeVries  |

**C Hall**

|  |          |
|--|----------|
| Between 1 <sup>st</sup> and 2 <sup>nd</sup> period | Starzyk  |
| Between 2 <sup>nd</sup> and Advisory               | French   |
| Between Advisory and 3 <sup>rd</sup> period        | Whickcar |
| Between Advisory and 4 <sup>th</sup> period        | Shenk    |

|  |           |
|--|-----------|
| Between 5 <sup>th</sup> and 6 <sup>th</sup> period | Shattuck  |
| Between 6 <sup>th</sup> and Advisory               | Leeling   |
| Between Advisory and 7 <sup>th</sup>               | T. Smith  |
| Between 7 <sup>th</sup> and 8 <sup>th</sup> period | T. Miller |

**B Hall**

|  |          |
|--|----------|
| Between 1 <sup>st</sup> and 2 <sup>nd</sup> period | Pletcher |
|--|----------|

**Between 2<sup>nd</sup> and Advisory**                    **M. Drews**  
**Between Advisory and 3rd period**   **Riley**  
**Between Advisory and 4<sup>th</sup> period**   **Reid**

**Between 5<sup>th</sup> and 6<sup>th</sup> period**                    **Gravender**  
**Between 6<sup>th</sup> and Advisory**                    **Jerzak**  
**Between Advisory and 7th**                    **Reid**  
**Between 7<sup>th</sup> and 8<sup>th</sup> period**                    **Hicks**

**A Hall**

**Between 1<sup>st</sup> and 2<sup>nd</sup> period**                    **Lesniewicz**  
**Between 2<sup>nd</sup> and Advisory**                    **Gonzalez**  
**Between Advisory and 3rd period**   **Elli**  
**Between Advisory and 4<sup>th</sup> period**   **Hill**

**Between 5<sup>th</sup> and 6<sup>th</sup> period**                    **Fleischer**  
**Between 6<sup>th</sup> and Advisory**                    **Townsley**  
**Between Advisory and 7**                    **Olsen**  
**Between 7<sup>th</sup> and 8<sup>th</sup> period**                    **Jones DuBois**

## **SPECIAL EMERGENCY CONDITIONS**

Emergency conditions may develop at any time that will necessitate special attention by the total staff to ensure the safety and well being of students and staff. Following are examples of such conditions and actions to be taken by staff. In all cases of emergency, teachers who are not assigned at the time or who have a prep period are requested to report to the main office for instructions.

1. **Loss of power before school, at lunch, or during passing time.** Emergency generators should operate within a minute or two but will provide minimal lighting. Teachers are to direct students to move into classrooms to remain there pending instructions from the administration or their designee. Students may not be those assigned to you, but halls are to be cleared, and students are to remain in classrooms pending further instructions from the administration. Should the emergency lights fail, keep students confined in classrooms until other directions are issued. Teachers are to check their room flashlight monthly for strong batteries and have it readily accessible for use.

In case of students who are in the gym, passing through the student center, or in the cafeteria, teachers in those areas are to move those students into the cafeteria pending further instructions from the administration or designee. Students entering the building during such an emergency (before school or at lunch) are to be directed to a classroom or to the cafeteria, whichever is closest.

2. **Loss of power during class time.** Teachers are to instruct the students to remain in the classroom, even if power is restored after a period of time, pending instructions from the administration.

3. **Loss of power in an emergency and the elevator is not functioning.** The elevator is never to be used during a drill or during an emergency situation, even if power has not been lost. Teachers are to be aware of any handicapped or disabled student in their class and assist that student to safety, securing assistance from another staff member or student if necessary.

4. **If severe weather conditions occur at lunch, dismissal time or the end-of-day dismissal time.** The emergency procedures outlined in the teachers' handbook will be followed. Students will be retained until the all-clear has been issued by the administration unless a parent comes for and locates his/her own child. No student is to be released to leave with any adult other than his/her own parent, and a written list is to be kept by any staff member who permits a parent to take his/her child. The list is to be turned over to the administration after the emergency has concluded.

If students are on their way out the door when the emergency occurs, teachers in the area need to make every effort possible to bring them back into the building and place them in an interior corridor where other students are under supervision of a staff member.

5. All teachers are to remain with their students until the all-clear has been issued by the administration, unless family or personal needs require you to leave. In that case, you must check out in the main office with an administrator.

## ESTABLISHING A COMMAND CENTER

Central High School has designated an area to be used as a command post in case of incapacitation of the office area. This area is in the Technology Laboratory in “E” hall and is in compliance with the Elkhart Community Schools guidelines for such a command center.

## FIRE DRILL

Fire Drills are held each month. Please read the posted fire drill regulations in each room of your teaching assignment before meeting students. On the occasion of the first meeting of each class, discuss completely every detail to be followed during drills.

Please review “drill” procedures with each of your classes and determine alternate routes in case your class finds a blocked exit. Fire Drill Procedures must be posted in a location nearest the classroom door. If this is not the case, contact the Assistant Principal.

Remember the following regulations for teachers during fire drills:

- a. All windows are to be closed.
- b. Lights are to be turned off.
- c. Doors are to be closed. (Students are to be assigned to assist the teacher in these routine matters.)
- d. **Orderliness** and **silence** are to be maintained throughout all drills. (Students should, however, be encouraged to move at a brisk pace.)
- e. Students are not to go to lockers, and all books and supplies are to be left in the building. The sounding of the fire horn is the signal for all personnel to leave the building.
- f. Teachers are to take a grade book or class roster during every drill.

## **FIRE DRILL ORDER OF PROCEDURE**

|             |  |
|-------------|--|
| Rm A-101    | Turn right, exit through M hall doors (Door 27), and proceed to parking lot area.                    |
| Rm A-104    | Turn left, exit through M hall doors (Door 27), and proceed to parking lot area.                     |
| Rm A-106    | Same as above.   |
| Rm A-108    | Same as above.   |
| Rm A-110    | Same as above.   |
| Rm A-116    | Turn left, exit through M hall doors (Door 27), and proceed to parking lot area.                     |
| Rm A-118    | Same as above.   |
| Rm A-120    | Same as above  |
| Rm A-122    | Same as above.   |
| Rm A-124    | Same as above  |
| Rm A-119    | Exit area to court yard (Door25), turn right and proceed to parking lot area.                        |
| Rm A-121    | Same as above. Rm. A-125 Same as above.  |
| Rm A-127    | Same as above.   |
| Media area. | Proceed to A hall, turn right and exit through M hall doors (Door 27), proceed to parking lot area.  |
| Office Area | Proceed to H hall, turn left and exit H hall (Door 1) and proceed to parking                         |
| Rm A-123    | Same as above.<br><br>lot area.  |
| Guidance    | Same as above.   |
| Athletics   | Proceed to H hall, turn left and exit H hall (main entrance) doors, and proceed to parking lot area. |
| Rm AA-127   | Turn right, exit through AA hall doors (Door 6), turn left and proceed to parking lot area.          |
| New Gym     | Exit to AA hall. Proceed down AA hall. Exit through AA hall doors (Door 6)                           |
| Rm AA-124   | Turn left, same as above.  |

Rm AA-126 Same as above.

Rm AA-131 Turn right, same as above.

Rm AA-133 Same as above.

Rm B100 Proceed to H hall, turn left, exit through main doors (Door 1) and proceed to parking lot area.

Rm B102 Same as above.

Rm B104 Turn left, proceed to H hall, turn left and exit through main doors (Door 1), proceed to parking lot area.

Rm B105 Turn right, same as above.

Rm B106 Turn left, same as above.

Rm B107 Turn right, same as above.

Rm B108 Turn left, same as above.

Rm B109 Turn right, same as above.

Rm B110 Turn right, proceed to M hall, turn right and exit through M hall doors (Door 27)

Rm B111 Turn left, same as above.

Rm B112 Turn right, same as above.

Rm B114 Same as above.

Rm C101 Turn left, proceed to H hall and exit through main doors (Door 1)

Rm C103 Turn right, exit through C hall (art) doors (Door 21) and proceed to grassy area beyond drive.

Rm C105 Turn right, same as above.

Rm C102 Turn left, same as above.

Rm C104 Turn left, exit through C hall (art) doors (Door 21) and proceed to grassy area beyond drive.

Rm C106 Same as above.

Rm C111 Turn right, exit through C hall (art) doors and proceed to grassy area beyond drive.

Rm C113 Turn right, same as above.

|                          |  |
|--------------------------|--|
| Rm C114                  | Turn left, same as above.  |
| Rm C116                  | Same as above.   |
| Rm D101<br>area          | Turn left, proceed to M hall, turn left and exit M hall doors (Door 20) and proceed to grassy<br>beyond parking lot. |
| Rm D102                  | Turn right, same as above.   |
| Rm D104                  | Same as above.   |
| Rm D106                  | Same as above.   |
| Rm E104<br>parking       | Turn right, exit through dock doors (Door 13), turn right and proceed to grassy area beyond<br>lot.                  |
| Rm E106                  | Same as above.   |
| Rm E108                  | Same as above.   |
| Rm E110                  | Same as above.   |
| Rm E112                  | Turn left, proceed to M hall, turn left and exit M hall doors, proceed to grassy area beyond<br>parking lot.         |
| Rm E113                  | Turn right, same as above.   |
| Rm E114                  | Turn left, same as above.  |
| Rm E115                  | Turn right, same as above.   |
| Rm DD103<br>parking lot. | Turn left, exit through music hall doors (Door 10), and proceed to grassy area beyond staff                          |
| Rm DD104                 | Same as above.   |
| Old Gym                  | Exit to H hall. Exit our main doors (Door 1) proceed to parking lot area.  |
| Rm H104                  | Turn right, exit through main doors (Door 1) and proceed to parking lot area.  |
| Rm H106                  | Same as above.   |
| Rm H110                  | Turn left, exit through dock doors (Door 13), turn right and proceed to grassy area beyond<br>staff parking lot.     |
| HH117                    | Turn right. Proceed down H hall. Exit through dock doors (Door 13). Proceed to parking lot<br>area.                  |

- Rm J101 Turn left, proceed to B hall, turn right proceed to H hall, turn left and exit through main doors (Door 1) Proceed to parking lot area.
- Rm K104 Turn right, proceed to E hall, turn left and exit through dock doors (Door 13). Proceed to parking lot area.
- Rm K104A Same as above.
- Rm K106 Same as above.
- Rm L102 Turn right, proceed to C hall, turn right and exit through C hall (art) doors (Door 21) and proceed to grassy area beyond drive.
- Rm L103 Turn left, same as above.
- Rm L104 Turn right, same as above.
- Rm L106 Same as above.
- Rm M100 Turn left, exit through M hall doors (Door 27), and proceed to parking lot area.
- Rm M101 Turn right, same as above.
- Rm M102 Turn left, same as above.
- Rm M103 Turn right, same as above.
- Rm M104 Turn left, same as above.
- Rm M105 Turn right, same as above.
- Rm M106 Turn left, same as above.
- Rm M108 Turn left, exit through M hall doors (Door 27), and proceed to parking lot area.
- Rm M109 Turn left, exit through M hall doors (Door 20), and proceed to grassy area beyond staff parking lot.
- Rm M110 Turn right, same as above.
- Rm M111 Turn left, same as above.
- Rm M116 Turn right, same as above.
- Rm M117 Turn left, same as above.
- Rm M120 Turn right, same as above.



|                |   |
|----------------|---|
| Rm M124        | Same as above.  |
| HH Hall        |   |
| HH 101 parking | Turn left and proceed to DD hall, turn right at Music entrance (Door 10) and proceed to area.     |
| HH102 parking  | Turn right to and proceed to DD hall, turn right at Music entrance (Door 10) and proceed to area. |
| HH103 parking  | Turn left and proceed to DD hall, turn right at Music entrance (Door 10) and proceed to area.     |
| HH104 parking  | Turn right to and proceed to DD hall, turn right at Music entrance (Door 10) and proceed to area. |
| DD104          | Turn left and proceed out Music entrance (Door 10) to parking area.                               |

## **AUDITORIUM**

|             |  |
|-------------|--|
| Section 1   | All rows leave front of auditorium, proceed to H hall and turn left, exit through dock doors (Door 13). Turn right and proceed to grassy area beyond staff parking lot.                    |
| Section 2   | All rows exit the rear of auditorium. Turn left and proceed to H hall. Turn right and exit through main doors (Door 1), proceed to parking lot area.                                       |
| Section 3   | All rows leave front of auditorium, proceed to HH hall (music), turn right and exit through the music doors (Door 10) area DD hall doors. Proceed to grassy area beyond staff parking lot. |
| Pit & Stage | Same as above.   |
| Pool Area   | Exit pool area through center staircase to HH hall. Turn right and proceed to AA hall, turn right and exit through AA hall doors (Door 6). Turn left and proceed to parking lot area.      |
| Cafeteria   | Proceed to H hall and exit through main doors (Door 1). Proceed to parking lot area.   |

## **SECOND FLOOR**

|         |   |
|---------|---|
| Rm A200 | Proceed down Northeast stairwell to A hall, turn left and exit through M hall doors (Door 27). Proceed to parking lot area. |
| Rm A202 | Turn left, same as above.   |
| Rm A203 | Same as above.  |
| Rm A204 | Same as A200  |

- Rm A205 Turn left, same as above.
- Rm A206 Turn right, same as above.
- Rm A207 Turn right, proceed down center A hall stairway. Turn left and exit through M hall doors (Door 27). Proceed to parking lot area.
- Rm A208 Turn left, proceed down Northeast stairwell to A hall. Turn left and exit through M hall Doors (Door 27). Proceed to parking lot area.
- Rm A210 Turn right, same as above.
- Rm A212 Turn left, proceed to H hall and proceed down South stairwell. Turn right and exit main Door (Door 1). Proceed to parking lot area.
- Rm A213 Turn right, same as above.
- Rm A214 Turn left, same as above.
- Rm A215 Turn right, same as above.
- Rm A216 Turn left, same as above.
- Rm A217 Turn right, same as above.
- Rm A218 Proceed down H hall and down the South stairwell. Turn right and exit main doors (Door 1). Proceed to parking lot area.
- Rm B200 Proceed down North stairwell. Turn right and proceed to C hall, turn right and exit through Art hall doors (Door 21). Proceed to parking lot area.
- Rm B202 Turn right, same as above.
- Rm B203 Turn left, same as above.
- Rm B204 Turn right, same as above
- Rm B205 Turn left, same as above.
- Rm B206 Turn right, same as above.
- Rm B207 Turn right, proceed down South stairwell, turn right and exit through main doors (Door 1). Proceed to parking lot area.
- Rm B208 Turn left, same as above.
- Rm B210 Same as above.
- Rm B212 Same as above.

- Rm C202 Turn left, proceed down left side of the North stairwell. Turn left and proceed to B hall, turn left and exit through M hall doors(Door 27). Proceed to parking lot area.
- Rm C204 Same as above.
- Rm C206 Same as above.
- Rm C208 Same as above.
- Rm C209 Turn Left, go down center C hall stairway, turn left into J hall, turn right into B hall, turn left into H hall, exit through mail doors (Door 1) Proceed to parking lot area.
- Rm C210 Turn left proceed down left side of the North Stairwell. Turn left and proceed to B hall, turn left and exit through M hall doors (Door 27). Proceed to parking lot area.
- Rm C211 Turn left, go down center C hall stairway, turn left into J hall, turn right into B hell, turn left into H hall, exit through main doors (Door 1). Proceed to parking lot area..
- Rm C212 Turn right, same as above.
- Rm C213 Go straight to West stairwell, same as above.
- Rm C214 Turn right, same as above.
- Rm C215 Same as above.
- Rm C216 Same as above.
- Rm C217 Same as above.
- Rm C219 Turn left, proceed to H hall and turn left. Proceed down South stairwell. Turn right and exit through main doors (Door 1). Proceed to parking lot area.
- Rm C220 Turn left, proceed down West stairwell, turn left and proceed to B hall. Turn right and proceed to H hall, turn left and exit through main doors (Door 1). Proceed to parking lot area.
- Rm C222 Same as above.
- Rm C224 Turn right, proceed to H hall and turn left, Proceed down South stairwell. Turn right and exit through the main doors (Door 1). Proceed to parking area.
- Rm H201 Turn left, proceed down South stairwell. Turn right and exit through main doors (Door 1). Proceed parking lot area.
- Rm H202 Turn right, same as above.

- Rm H203 Turn left, same as above.
- Rm H204 Turn right, same as above.
- Rm H211 Same as above.
- Rm H212 Turn right and proceed down Southwest stairwell. Turn left and exit through dock doors (Door 13). Turn right and proceed to grassy area beyond staff parking lot.
- Rm H213 Turn left, same as above.
- Rm H214 Turn right, same as above.
- Rm H215 Turn left, same as above.
- Rm H216 Turn right, same as above.
- Rm H217 Turn left, same as above.
- Rm H218 Turn right, same as above.
- Rm H220 Same as above.
- Rm H222 Go straight, same as above.
- Rm H227 Turn left, same as above.

## STORM/TORNADO DRILL

All persons will be informed of any emergency by an announcement over the public address system. A warning will be sounded when a tornado is actually sighted in this area or when such other extreme emergency conditions prevail which would require such actions for the safety of all personnel. When a warning is sounded, it is the responsibility of each teacher to make sure his/her students move quickly to the designated area and remain there until the all-clear has been given.

Teachers will remain with their students and take every precaution for their safety and well-being. The safest area in our school is for all students be placed on the first floor toward the interior of the building. Tornadic winds create a loss of atmospheric pressure and as such create an implosion effect and not explosion. Therefore, it is believed that if persons can be contained to the interior of the building, the outer shell can be damaged severely while the inner shell remains relatively safe. As much as possible, keep students away from windows on outside walls and out of rooms with high ceilings such as the auditorium and gymnasium. During an emergency warning, teachers who do not have assigned classes are to report to the office area for further instructions.

You will note that effort has been made to move students into rooms that have all interior walls. Classes that are in rooms with stationary desks or tables should take cover under those desks or tables. Other classes moving in are to move toward walls where there is little or no glass equipment. Students are to be seated on the floor facing walls with their head tucked between their knees and arms crisscrossed over the back of the head for protection. Conditions may be crowded during a drill, but these interior rooms are safer than other placement of students might be.

Teachers are to take grade books with class rosters with you.

**Sit on floor with head on knees and hands behind head. Line areas quietly, stand and await instructions. Always assist other teachers, if necessary, with unlocking doors.**

## STORM/TORNADO DRILL PROCEDURES

### FIRST FLOOR

|                   |  |
|-------------------|--|
| <b>Gym/Pool</b>   | Go to dressing rooms                         |
| <b>New Gym</b>    | Go to locker rooms                           |
| <b>Cafeteria</b>  | Remain in cafeteria                          |
| <b>Auditorium</b> | Exit rear auditorium doors, remain in C hall |

#### A Hall

|                 |                                     |
|-----------------|-------------------------------------|
| <b>A101</b>     | Cross hall and enter A110           |
| <b>A104</b>     | Remain in room                      |
| <b>A106</b>     | Remain in room                      |
| <b>A108</b>     | Remain in room                      |
| <b>A110</b>     | Remain in room                      |
| <b>A119-127</b> | Move to interior corridors of suite |
| <b>AA131</b>    | Remain in room                      |
| <b>AA133</b>    | Remain in room                      |

#### B Hall

|             |                |
|-------------|----------------|
| <b>B104</b> | Remain in room |
| <b>B105</b> | Remain in room |
| <b>B106</b> | Remain in room |
| <b>B107</b> | Remain in room |
| <b>B108</b> | Remain in room |
| <b>B109</b> | Remain in room |
| <b>B110</b> | Remain in room |
| <b>B112</b> | Remain in room |
| <b>B114</b> | Remain in room |

#### C Hall

|             |                            |
|-------------|----------------------------|
| <b>C102</b> | Remain in room             |
| <b>C103</b> | Take positions in C hall.  |
| <b>C104</b> | Take positions in C hall   |
| <b>C105</b> | Remain in room             |
| <b>C106</b> | Take positions in L hall   |
| <b>C111</b> | Remain in room             |
| <b>C112</b> | Remain in room             |
| <b>C113</b> | Turn left, and enter C111  |
| <b>C116</b> | Turn right, and enter C112 |

#### D Hall

|              |   |
|--------------|---|
| <b>D101</b>  | Remain in room  |
| <b>D102</b>  | Take positions in K hall  |
| <b>D106</b>  | Turn left and then turn right into room D101                            |
| <b>DD103</b> | Remain in room.   |
| <b>DD104</b> | Take DD hall, turn right into the HH hall and take positions in HH hall |

#### HH Hall

**HH101** Remain in room  
**HH103** Move into HH hallway  
**HH104** Remain in room  
**Stage** Enter the HH hall

#### **E Hall**

**E104** Move to room E106  
**E106** Remain in room.  
**E112** Turn right, enter K Hall, and enter Room K106  
**E113** Take positions in K hall.  
**E115** Move to room D101

**J101** Take positions in J hall

#### **K Hall**

**K104** Take positions in K hall  
**K106** Take positions in K hall

#### **L Hall**

**L102** Remain in room  
**L104** Remain in room  
**L106** Remain in room

#### **M Hall**

**M101** Remain in room  
**M102** Cross hall and enter Room M101  
**M103** Remain in room  
**M104** Cross hall and enter Room M101  
**M105** Remain in room  
**M108** Cross hall and enter Room M105  
**M109** Move to D101  
**M110** Go straight to D hall. Take position in D hall  
**M111** Move to D101  
**M116** Turn left go into D hall, take up positions in D hall  
**M117** Turn right, enter into D hall and take positions in D hall.  
**M120** Turn left, then right into E hall and enter Room E115  
**M124** Turn left, move to D hall and take positions in D hall.

#### **Media Center, Offices and Classrooms**

**T101-113** Remain in room  
**ISS** Remain in room  
**Detention** Remain in room  
**Guidance** Remain in room, reception move to interior rooms  
**Office area** Move to interior hall between office and attendance

#### **SECOND FLOOR**

**A200** Turn right, exit at the stairway at the north end of B hall, and take position in B hall.  
**A202** Turn left, exit at the stairway at the north end of A hall, and take position in A hall.

- A203** Turn left, exit at the stairway at the north end of A hall. Enter Room A108.
- A204** Exit at the stairway at the north end of A hall. Enter Room A105
- A205** Turn left, exit at the stairway at the north end of A hall. Enter Room A104
- A206** Turn right, exit at the stairway north end of A hall. Take positions in A hall
- A207** Turn left and exit at the stairway at the north end of A hall. Take position in A hall.
- A208** Turn left, exit at the stairway in the middle of A hall. Take positions in A hall.
- A210** Turn left, exit at the stairway in the middle of A hall. Take positions in A hall.
- A212** Exit at the stairway in the middle of A hall, right in front of the door. Take positions in A hall.
- A213** Turn left, exit at the stairway in the middle of A hall. Turn right, take positions in A hall.
- A215** Turn left, exit at the stairway in the middle of A hall. Turn right, take positions in A hall.
- A217** Turn left, exit at the stairway in the middle of A hall. Turn right, take positions in A hall.
- A218** Exit the room straight to the stairway at the end of B hall, enter B1 hall.

### **B Hall**

- B200** Turn right, exit at the stairway at the end of B hall, enter Room B114.
- B202** Turn right, exit at the stairway at the end of B hall, enter Room B112.
- B203** Turn left, exit at the stairway at the end of B hall, enter Room B110.
- B204** Turn right, exit at the stairway at the end of B hall, enter Room B108.
- B205** Turn left, exit at the stairway at the end of B hall, enter Room B106.
- B206** Turn right, exit at the stairway at the end of B hall, enter Room B104.
- B207** Turn right, then right at the corner, exit at the stairway at the intersection of B and H hall. Take positions immediately in the B1 hall.
- B208** Turn left, then right at the corner and exit at the stairway at the intersection of B and H hall. Take positions immediately in B1 hall.
- B209** Turn right, then right at the corner and exit at the stairway at the intersection of B and H hall. Take positions immediately in B1 hall.
- B210** Turn left, then right at the corner and exit at the stairway at the intersection of B and H hall. Take positions immediately in B1 hall.
- B212** Turn left, then right at the corner and exit at the stairway at the intersection of B and H hall. Take positions immediately in B1 hall.

### **C Hall**

- C202** Turn left, exit at the stairway at the north end of B hall. Enter Room L102.
- C204** Turn left, exit at the stairway at the north end of B hall. Enter Room L104.
- C206** Go straight ahead, exit at the stairway at the north end of B hall. Enter Room L102.
- C207** Turn right, exit at the stairway at the end of B hall. Take position in the B1 hall.
- C209** Turn right, exit at the stairway at the end of B hall. Take position in the B1 hall.
- C210** Turn left, then right at the corner, exit at the stairway at the north end of B hall. Turn right and take positions in B1 hall
- C211** Turn left, exit at the stairway middle of C hall. Turn right and turn right again through the Student Commons. Take position in the J1 hall.
- C212** Turn left, and right at the corner, exit at the stairway at the north end of B hall. Turn right, take positions in B1 hall.
- C213** Turn left and exit at the stairway middle of C hall. Turn right and turn right again through the Student Commons. Take position in the J1 hall.
- C216** Turn right and exit at the stairway in the middle of C hall. Take position in the J1 hall
- C217** Turn right and exit at the stairway in the middle of C hall, take position in the J1 hall.
- C219** Turn right and exit at the stairway in the middle of C hall, take position in the J1 hall.



**C220** Turn left and exit at the stairway middle of C hall, take position in the J1 hall.  
**C224** Same as above

**H Hall**

**H212** Turn right, exit at the stairway at the end of H hall. Turn right and take position in H hall.  
**H214** Turn right, exit at the stairway at the end of H hall. Turn right and take position in H hall.  
**H216** Turn right, exit at the stairway at the end of H hall. Turn right and take position in H hall.  
**H218** Turn right, exit at the stairway at the end of H hall. Turn right and take position in H hall.  
**H220** Turn right, exit at the stairway at the end of H hall. Turn right and take position in H hall.  
**H222** Turn right, exit at the stairway at the end of H hall. Turn right and take position in H hall.

**H Hall Offices**

**H213** Turn left, exit at the stairway at the end of H Hall. Take positions in H1 hall.  
**H215** Turn left, exit at the stairway at the end of H Hall. Take positions in H1 hall.  
**H217** Turn left, exit at the stairway at the end of H Hall. Take positions in H1 hall.  
**H219** Turn left, exit at the stairway at the end of H Hall. Take positions in H1 hall.  
**H221** Turn left, exit at the stairway at the end of H Hall. Take positions in H1 hall.  
**H225** Turn left, exit at the stairway at the end of H Hall. Take positions in H1 hall.  
**H227** Turn left, exit at the stairway at the end of H Hall. Take positions in H1 hall.

## **ASSEMBLY**

Section 1- Rows A to M: Exit front of auditorium. Turn right and proceed to student center.

Section 1 - Rows N to Z: Exit rear of auditorium. Turn left and proceed to student center..

Section 2 – Rows A to M: Exit rear of auditorium and remain in auditorium/old gym hallway.

Section 2 – Rows N to Z: Exit rear of auditorium, turn right and proceed to P.E./Pool hallway.

Section 3 – Rows A to M: Proceed to front of auditorium. Turn left and exit into HH hall (Music Dept.).  
Remain in hallway.

Section 3 – Rows N to Z: Exit rear of auditorium. Turn right and proceed to HH hall (Music Dept.).  
Remain in hallway.

## **BOMB THREATS**

In responding to bomb threats, building administrators and staff shall utilize the following guidelines:

1. Treat all bomb threats seriously!

2. Procedures

A. Telephone Threat

1) Person receiving bomb threat shall write down:

- a. Time received (telephone call).
- b. Exact words (telephone caller).
- c. Indication of sex, tone of voice, and approximate age (telephone caller).

2) Ask questions (Use Bomb Threat Form).

- a. Where is the bomb located?
- b. When is it due to explode?
- c. Why was it placed in building?

Try to get the caller to keep talking and obtain any information he/she wishes to discuss.

B. Written Threat

- 1) Take a picture of note, graffiti, etc.
- 2) Avoid unnecessary handling to retain evidence.
- 3) Save all materials received (envelopes, container, tape, etc.).
- 4) Describe location where found.
- 5) State time found.

C. Give information to principal, or designee, immediately.

3. Principal will contact the Police Department. Schools outside the city limits will notify the Sheriff's office. Principal will then notify Director of School Safety and Security.

4. By pre-arranged signal, the staff is alerted to the bomb threat. School personnel, assisted by law enforcement, will inspect areas of the school.

Staff - All staff members prior to leaving in the manner prescribed by the building administrator shall –

A. Take time to complete a cursory look in the classrooms, looking for an unusual object in the room, i.e., purse, paper bag, thermos bottle, book, lunch pail, trash can, etc.

B. NEVER TOUCH OR DISTURB A SUSPICIOUS PACKAGE, BOX, ETC.

5. The building administrator, or designee, has the final authority to decide whether or not to evacuate the area, or what action should be taken. A set procedure for evacuation shall be developed by the building principal and disseminated to all staff

members.

6. Staff members, moved to a safe area with students, will remain with the students until the signal is given to return to the building or to a safe area within the building by the Administrator in charge of the building in consultation with local law enforcement.

7. Steps to be followed after receiving bomb threat.

A. Notify PERSON IN CHARGE of your building.

B. Notify authorities:

Schools within city limits - ELKHART POLICE DEPARTMENT - 911

Schools outside city limits - ELKHART COUNTY SHERIFF – 911

C. Notify Director of School Safety and Security – 262-5899

D. Notify SUPERINTENDENT'S OFFICE - 262-5516

E. Initiate building search protocol.

F. Complete bomb threat report.

G. Make evacuation decision.

H. Provide a copy of the Bomb Threat Report and form to law enforcement upon their arrival.

I. Move students and staff as required by building protocol.

J. Send copies of Bomb Threat Report as shown on report form.

## **BUILDING SEARCH**

1. Each employee is to make a visual check of his/her room or area each morning upon entering.
2. It will be the responsibility of each staff member to make a quick visual check of his or her area at the beginning of any fire drill. Anything out of the ordinary is to be reported to the principal.
3. A team of volunteers will be formed to inspect the building in the event of a bomb threat. The team will consist of approximately ten individuals who will inspect the building after students and staff has vacated the building.
4. No certified or classified personnel will be required to be a member of the search team except for the Principal, Assistant Principals and Head Custodian.
5. Each year the following Department Chairpersons will be asked to help in visual search of their department because of the unusualness of that department: industrial technology, art, family and consumer science, and music. These department chairpersons need not accept the request.
6. Part of the inspection team will have keys to the lockers and pass keys.
7. The areas to be searched first will be the auditorium and gymnasium. This will be done by the entire team, and will include the surrounding lockers.
8. The next area to be searched will be the cafeteria, including surrounding lockers.
9. The search team will then cover the remainder of the building, with two members being assigned to each of the wind levels. Larger areas of the school, or more complicated areas such as the library and office area will then be searched by the group assigned to that level.
10. Lockers will be inspected next.

## **RATIONALE – BOMB THREATS**

1. The safety of the students and staff is of the utmost importance. Thus, areas distant from the school will be used for places of gathering.
2. The building will be evacuated by instructions given over the P.A. system.
3. The search team needs to be large enough to do the work effectively, but small enough to allow a sufficient number of teachers to remain for supervision. The search team needs to have pass keys so that in the event of a locked room, they can enter and search.
4. Return students to building.
5. File report.

## **FLASH FLOODS**

All disaster drills and other drills are to be reviewed annually in the faculty meeting.

Upon notification by the proper authority (Principal or person designated by the Principal) the students will move from the first floor to the second floor to classrooms and hall areas. If authorized by the administration to move to higher ground, students will evacuate by way of front exits and move to areas (tennis court area).

## **Nuclear Disaster**

All disaster drills or other drills are to be reviewed annually in the faculty meetings.

Notification will be given by the Principal or designee announcing the tunnels to be used in case of Nuclear Disaster. The three tunnels will be L, J, and H. Second floor- classes in “C” hall will use the “L” stairway and will use the “L” tunnel; the “A” hall will use the “J” tunnel, and the “B” and “H” hallway will use the “H” tunnel. All classes on the first floor will move to the designated tunnel nearest your classroom. The Principal will have a battery run speaker system and radio to communicate with the outside.

After we receive the “All Clear,” we will temporarily move the students from the tunnels to the following areas: Auditorium, Cafeteria, and Gym and possibly other areas where students may be picked up for transportation home.

Do not evacuate any students to hall unless given the “All Clear” by an administrator. It is important that everyone stay calm and assist in any way needed.

## **EARTHQUAKE PROCEDURES**

### **IN THE CLASSROOM:**

1. At the first feeling of a tremor, teachers should instruct students to:
  - a. Immediately take cover under desks; or tables.
  - b. Turn their bodies away from windows.
  - c. Remain in sheltered position until instructed otherwise. During a drill, remain in sheltered position at least 60 seconds.
  - d. Remain silent and listen to instructions.
2. During a drill or event, the teacher will:
  - a. Take cover.
  - b. Talk calmly to students.
  - c. Evacuate the classroom or area once the tremor has subsided using the fire drill procedure.

### **IN THE CAFETERIA:**

Teachers should instruct students to follow the classroom procedures.

**IN THE GYM, HALL STAIRWAYS OR OTHER AREAS WHERE COVER IS NOT AVAILABLE:**

Staff should instruct students to:

- a. Move to an interior wall.
- b. Turn their bodies away from windows.
- c. Kneel beside the interior wall and use tornado drill position.

**IN THE MEDIA CENTER:**

Staff should instruct students to:

- a. Move away from windows and bookshelves.
- b. Take cover under tables.
- c. Remain in sheltered position until instructed otherwise.

**OUTSIDE:**

Staff should instruct students to:

- a. Move to open space away from building and overhead power lines.
- b. Lie down or crouch low.
- c. Be aware of dangers that may demand movement.

**ON THE BUS:**

Bus driver should:

- a. Stop the bus away from power lines, bridges, overpasses and buildings.
- b. Instruct students to remain in their seats.

**AFTER THE EARTHQUAKE:**

- a. Evacuate the building as soon as possible using fire evacuation routes and assemble at the pre-determined assembly area.
- b. Injured persons should not be moved unless building condition is life threatening.
- c. Anticipate the aftershock. It will be coming.
- d. The Principal or designee should maintain open lines of communication.

**THE OUTDOOR ASSEMBLY AREA SHOULD BE:**

- a. Away from building and overhead power lines.
- b. The same as your fire drill assembly area to avoid confusion.

**EARTHQUAKE DRILL**

1. During the earthquake drill or at the first sign of ground shaking, students and teachers should immediately take cover under desks or tables, and turn away from windows.

2. Students and teachers should remain in sheltered position until the shaking stops.
3. Students should listen for instructions to evacuate the building according to fire drill procedures. An aftershock may occur while students are evacuation through a crowded hallway. Students should be ready to “drop and cover” along evacuation routes.
4. When outside, students should move away from buildings and avoid utility poles and overhead wires. Fires should not be lighted due to the danger of escaping gas.
5. No one should reenter the building until competent personnel have examined the building and declared it safe.
6. Teachers will carry their class rosters with them to take attendance after the evacuation.



## CHEMICAL ACCIDENTS

If there is a chemical spill in the school building that may generate toxic fume, or if noxious odors are detected, report the situation to the building principal. The principal or designee will:

1. Dial 9-1-1 and provide as much information as possible.
2. If possible, call 262-5516 (Superintendent's office).
3. Determine if evacuation from area is necessary.
4. Evacuate building. Evacuation will be communicated via the P.A. or by individual classrooms.
  - a. Teachers must take attendance rosters, car keys, (purse) with them.
  - b. Proceed to predetermined evacuation area (near school, in region, away from area).  
Teachers should take attendance upon reaching the evacuation point and report either all accounted for or any missing student (and possible location) to pre-designated person.
5. Report any victims to emergency personnel.
  - a. If possible, identify the victim(s).
  - b. Include medical information, if available.

If there is a chemical spill outside of the school, such as a truck or train accident involving chemicals, the schools will be notified by police or fire officials.

1. The principal or designee should work with emergency personnel to determine if evacuation is necessary or if it would be safer to remain in building.
2. If evacuation is necessary, the best route out of the building should be determined to avoid fumes. Evacuation will be communicated via the P.A. or by individual classrooms.
3. The building principal will contact transportation if necessary.
4. When students are safe, attendance must be taken. Report all accounted for or any missing students to predetermined designee.
  - a. Teachers must take attendance rosters, car keys, (purse) with them.
  - b. Proceed to predetermined evacuation area (near school, in region, away from area).  
Teachers should take attendance upon reaching the evacuation point and report either all present or any missing student (and possible location) to designated person.

## **DISTURBANCE IN SCHOOL**

A LOCKDOWN will be announced in severe emergency situations. These will be the only code word(s) used, and the procedures will always be the same. *“Mr. Thalheimer will be visiting classrooms today”*.

### **IF A LOCKDOWN IS ANNOUNCED:**

- A. All teachers lock their doors (if possible); keep their students in the classroom, seated, quiet and away from the windows.
- B. Leave the shades open. If they are closed, open them.
- C. Students in places other than regular classrooms:
  - Students in the library must be kept in the library.
  - Students in the hall or bathroom must proceed immediately to the nearest classroom. It is the duty of that classroom teacher to assist those students into the room quickly.
  - Students in the cafeteria will remain in the cafeteria.
  - Students in the gym must be taken to the locker room and kept there.
  - Students outside the building will be taken to a designated area (field house) away from the school, as soon as the teacher is notified of the LOCKDOWN PROCEDURE.
- D. Teachers will not allow students to leave their area until either a police officer evacuates them or other instructions are given.
- E. Do not use the classroom phones, PA, or personal cell phones, except to transmit emergency information to the command post.
- F. Remain calm and listen for instructions.

### **IF THERE IS AN EVACUATION:**

- A. Teachers must direct students to move quickly and quietly to pre-designated safe area.
- B. **Teachers must take with them: grade book/attendance roster, car keys, (purse), any special equipment required for disabled students.**
- C. Take attendance, keep all students together; remain with students.
- D. **Send attendance report to the Principal/designee at predetermined location: either, all students accounted for or the names and possible locations of any missing students.**
- E. Await further instructions.

## **DISTURBANCE OUTSIDE OF SCHOOL**

If a disturbance outside of the school is reported, the following procedures should be followed by administration:

1. Call 9-1-1
  - a. Explain to the dispatcher what is going on and where it is taking place.
  - b. Stay on the phone with the dispatcher, if possible, until the dispatcher directs you to hang up.\
2. Call 262-5516 (Superintendent's Office).
3. The Lockdown Procedure should be announced over the PA system. "*Mr. Thalheimer...*"
  - a. All teachers lock their doors (if possible), and keep their students in the classroom, seated and quiet and away from the windows.
  - b. If the teacher observes the disturbance outside, the shades should be closed. If the teacher does not observe a disturbance, the shades must be left open.
  - c. Students in places other than regular classrooms:
    - Students in the library must be kept in the library.
    - Students in the hall or bathroom must proceed immediately to the nearest classroom. It is the responsibility of the teacher of that classroom to assist those students into their class.
    - If the students are in the gym, they must be taken to the locker room and kept there.
    - If students are outside, the teacher must be made aware of the LOCKDOWN. If students can safely re-enter the school, they should do this. If not, students should be walked to a designated area away from the school.
  - d. Teachers will not allow students to leave the classroom until a police officer evacuates them or instructions are given over the public address system.
  - e. Instructions to move a class to another classroom may be given. This must be done in an orderly fashion.

## VISITORS AND INTRUDERS

Visitors and guests are welcome in all Elkhart Community School buildings. However, to safeguard students and staff reasonable precautions should be taken.

### A. Visitors and Substitute Teachers should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

### B. Building administrators should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Keep exterior doors locked except doors near the office area.
3. Provide training to all staff members on how to greet visitors. The first question is "*May I help you?*"

### C. Staff Responsibility:

1. Every visitor should be greeted by someone.
2. Any intruder found roaming the building should be escorted to the office. The office staff can then provide any necessary information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, e.g., school employee.

### D. Visitors Who Fail to Comply With School Procedures:

1. Should verbally be informed they are in violation of school policy. (Example – "Sir, you must report to the office immediately. If you fail to do so you will be considered a trespasser, and school security/police will be called.")
2. If this fails:
  - Send someone or notify the office of the situation.
  - Follow the person, if possible, and continue to give notice of the violation of school rules.
3. School security/police should be notified at extension 2067.
4. Office should activate building-wide notification plan concerning intruder.
  - PA announcement using predetermined code phrase.
  - Classroom doors should be closed.
  - Students should remain in current areas.

If additional information is needed, contact 262-5516 (Superintendent's Office).

## **SUSPICIOUS ENVELOPE/PACKAGE**

If anyone in the building receives a suspicious envelope/package, the following procedures will be utilized.

1. **DO NOT OPEN THE ENVELOPE/PACKAGE.**
  - a. Place the suspicious item in a large Ziploc bag if possible.
  - b. Contact an administrator immediately.
  
2. **IF AN ENVELOPE/PACKAGE WAS OPENED AND CONTAINED A THREATENING NOTE:**
  - a. Place the suspicious item in a large Ziploc bag if possible.
  - b. Contact an administrator immediately.
  
3. **IF THE PACKAGE WAS OPENED, CONTAINED A THREATENING NOTE, AND CONTAINED A SUBSTANCE POWDERY IN FORM:**
  - a. Place the suspicious envelope/package in a large Ziploc bag if possible.
  - b. Contact an administrator immediately.
  - c. Call 9-1-1
  - d. Isolate the people that are in the room when the envelope/package is opened.
  - e. Notify the building custodian(s) to shut down the ventilation system.
  - f. Evacuate the building of all other non-essential personnel.

## **SERIOUS INJURY OR DEATH IN SCHOOL**

If it is reported that someone is seriously injured or a death in the building is reported, the following procedures may be followed at the discretion of the building principal:

1. Call 9-1-1 and provide as much information to the dispatcher as possible. Stay on the phone, if possible, until the dispatcher directs you to hang up.
2. If it is possible to get to the victim, first aid should be administered.
3. Call 262-5516 (Superintendent's Office).
4. The Lockdown Procedure should be announced over the PA system.
  - a. All teachers lock their doors (if possible); keep their students in the classroom, seated, quiet and away from the windows.
  - b. Leave the shades open. If they are closed, open them.
  - c. Students in places other than regular classrooms.
    - Students in the library must be kept in the library.
    - Students in the hall or bathroom must proceed immediately to the nearest classroom. It is the duty of that classroom teacher to assist those students into the room quickly.
    - Students in the cafeteria will remain in the cafeteria.
    - Students in the gym must be taken to the locker room and kept there.
    - Students outside the building will be taken to a designated area (field house) away from the school, as soon as the teacher is notified of the Lockdown Procedure.
  - d. Teachers will not allow students to leave their area until either a police officer evacuate them or other instructions are given.
  - e. Do not use the classroom phones, PA, or personal cell phones, except to transmit emergency information to the command post.
  - f. Remain calm and listen for instructions.

## **IF THERE IS AN EVACUATION**

1. Teachers must direct students to move quickly and quietly to pre-designated safe area.
2. **TEACHERS MUST TAKE WITH THEM:** grade book/attendance roster, car key, (purse), and any special equipment required for disabled student.
3. Take attendance, keep all students together; remain with students.
4. Send attendance report to principal/designee at predetermined location: either, all students accounted for or the names and possible locations of any missing students.
5. Await further instructions.

## **HOSTAGE SITUATION IN SCHOOL**

Call 9-1-1 **IMMEDIATELY**.

- a. If possible, give the police the location of the hostage taker(s), description, any weapons seen, and if anyone is hurt.
  - b. Stay on the phone with the dispatcher, if possible, until directed to hang up.
2. Call 262-5516 (Superintendent's Office)
- a. Inform the person answering the phone there is a hostage situation at your school and the police have been contacted.
  - b. The Administration Building will contact all transportation and emergency services.
  - c. No other phone call is needed.
3. The Lockdown Procedure should be announced over the public address system.
- a. All teachers lock their doors (if possible) keep their students in the classroom, seated, quiet and away from the windows.
  - b. Leave the shades open. If they are closed, open them.
  - c. Students in places other than regular classrooms:
    1. Students in the library must be kept in the library.
    2. Students in the hall or bathroom must proceed immediately to the nearest classroom. It is the duty of that classroom teacher to assist those students into the room quickly.
    3. Students in the cafeteria will remain there.
    4. Students in the gym must be taken to the locker room and kept there.
    5. Students outside the building will be taken to a designated area away from the school, as soon as the teacher is notified of the Lockdown Procedure.
  - d. Teachers will not allow students to leave their area until either a police officer evacuates them or other instructions are given.
  - e. Do not use the classroom phones, PA or personal cell phones, except to transmit emergency information to the command post.
  - f. Remain calm and listen for instructions.

**IF AN EVACUATION IS DIRECTED BY EITHER THE PRINCIPAL OR A POLICE OFFICER:**

4. Teachers must direct students to move quickly and quietly to pre-designated safe area.
5. **TEACHERS MUST TAKE WITH THEM:** grade book/attendance roster, car key, (purse), any special equipment required for disabled students.
6. Take attendance, keep all students together; remain with students.
7. Send attendance report to principal/designee at pre-determined location: either, all students accounted for or the names and possible locations of any missing students.
8. Await further instructions.
9. Teachers and students must follow the instructions of the police officers.

10. Teachers and administrators should assist students loading on to buses and proceed to a pre-determined evacuation site.
11. Teachers must stay with their students during and after evacuation. While the buses are traveling to the designated location, teachers must take attendance to account for all students.
12. An administrator or designee should be identified to be in charge of the evacuation site.
13. Parents and media will be directed to separate, pre-designated locations to keep them away from the school and each other.
  - a. There will be police and school personnel at the designated area to assist.
  - b. Students and staff not assigned to these areas must stay away from these locations.
14. Police Role:
  - a. **Once the police arrive, they are completely in charge of the situation.**
  - b. Police will need to meet with the principal (or designee), and the head maintenance person.
  - c. Police will attempt to contain the hostage taker in one area and begin evacuation of the building.
  - d. SRT/SWAT Teams and Hostage Negotiators will arrive to begin securing the release of any hostages and neutralizing the situation.
15. Teachers and Students:
  - a. Try to stay calm, to avoid panic, to model appropriate behavior for others.
  - b. If confronted by the hostage taker, cooperate to the best of your ability.
  - c. Do not try to be a hero. You may be placing yourself and others in danger.
  - d. Follow the instructions of the administrators, teachers and the police.
  - e. Do not give information concerning the **lockdown** or the presence of the police to the hostage taker.
  - f. Do not use the telephones unless directed to do so by the police.



## **HOSTAGE SITUATION AT A FIELD TRIP SITE**

Because the field trip site may be unfamiliar to the students and teacher(s) involved, fear and uncertainty may increase. It is imperative that school personnel remain calm and set the tone for students and other personnel involved. If involved in a hostage situation at a field trip site, staff members should:

1. Ask the hostage taker in a calm voice for permission to evacuate the area.
2. Avoid quick or jerky movements that would upset the hostage takers.
3. If not allowed to evacuate, **REMAIN CALM AND SET THE TONE FOR THE OTHERS.**
4. Follow the instructions of the hostage taker and inform students or others involved to do so as well.
5. Be prepared to talk on the phone; you may be forced to do so.
6. Treat the hostage taker as normally as possible. Do not make any demands.
7. Trust the negotiators. Accommodate the hostage taker. Ask for permission to speak. Face the hostage taker when speaking; however, do not crowd the hostage taker's space. Be respectful and never argue or make suggestions.
8. Remember as many facts and incidents as possible. Make mental notes of who leaves the area.
9. Follow all instructions of law enforcement personnel.

## **HOSTAGE SITUATION ON A BUS**

Should a hostage situation occur on a bus, the driver or staff member should:

1. Ask the hostage taker in a calm voice for permission to evacuate the bus.
2. Avoid quickly or jerky movements that would upset the hostage takers.
3. If not allowed to evacuate, **REMAIN CALM AND SET THE TONE FOR OTHERS.**
4. Do not radio for assistance unless you are told to do so by the hostage taker.
5. Follow the instructions of the hostage taker and inform students or others involved to do so as well.
6. Be prepared to talk on the phone; you may be forced to do so.
7. Treat the hostage taker as normally as possible. Do not make any demands.
8. Trust the negotiators. Accommodate the hostage taker. Ask for permission to speak. Face the hostage taker when speaking; however, do not crowd the hostage taker's space. Be respectful and never argue or make suggestions.
9. Remember as many facts and incidents as possible. Make mental notes of who leaves the area.
10. Follow all instructions of law enforcement personnel.
11. If the hostage taker allows any students off the bus, note their names and/or descriptions and the location they were removed.

## MISSING STUDENT PROTOCOL

In the event a student leaves school without permission, is missing, or is unaccounted for at school or a school activity, the following procedure will be followed:

### **Immediate Action**

#### A. Notify school office or security kiosk:

1. Provide information regarding student:
  - a. grade,
  - b. classroom teacher,
  - c. gender,
  - d. where last seen,
  - e. clothing,
  - f. student's demeanor, etc.
2. If the student is known to have left school grounds, and could possibly be in danger, skip to step #B-3

#### B. Implement building search plan:

1. Search plan should identify assignments for building staff members:
  - a. who secures exits,
  - b. who searches inside,
  - c. who searches outside,
  - d. who watches students,
  - e. who maintains radio contact with searchers,
  - f. which building staff should receive notice that student is missing; as well as,
  - g. alternatives for various assignments.

Staff engaged in searches for student should be equipped with radio or cell phone so that they can continue to be in contact with the staff member assigned to coordinate communications.

2. Search plan should provide for:
  - a. Ongoing monitoring all building exterior exits, and
  - b. Monitoring cameras (where applicable).
3. If student cannot be located in building or on school grounds
  - a. The administration will initiate telephone contact as follows:
    - 1) Call 911 – the caller should provide helpful information such as:
      - a. age,
      - b. race,

- c. height,
  - d. hair color,
  - e. clothing, and
  - f. what might be the triggering event.
- 2) Contact Parent(s)/Guardian
- 3) Administration will contact Security – 262-5695
- 4) Administration will contact Superintendent’s Office – 262-5516
- b. Continue interior/exterior search
  - 1) If staff is in visual contact with student, staff should follow the student in a manner that maintains the safety of students.
  - 2) Staff engaged in the search should be in regular radio contact with the office.
- C. Recovery
  - 1. Verify safety of student
  - 2. Notify all parties involved in the search (police, parents, staff, security, superintendent)
  - 3. Debrief
    - a. Key people involved in the incident should each
      - 1. Write a summary of what happened
      - 2. Meet to process the incident (a recorder who was not involved should be included to write the summary of the incident.
      - 3. If the child was off-grounds the debriefing should include someone from outside the building (i.e. safety/security staff).
    - b. Incident report completed with all supporting documentation attached and submitted to the business office within 24 hours.

## **Preparedness**

- A. Maintain current emergency contact information for each student
- B. Maintain cell phone list for staff members
- C. Included relevant information regarding search protocol in each substitute folder
- D. Establish assignments for staff members
- E. Immediately report problems with cameras that do not work, etc.
- F. Field Trips
  - 1. Take accurate list of student present on trip
  - 2. Take copies of contact information and building cell phone on trips
  - 3. Assign chaperones, small groups, “buddy” partners, and check-in times/locations as age appropriate
  - 4. Immediately report absences/student no-shows
  - 5. Supervise students at school and school activities