MCCSC GUEST TEACHER HANDBOOK
2022-2023

MCCSC Administration Center
315 North Drive
Bloomington, IN 47401
812-330-7700
Website: www.mccsc.edu

Bryan Rafano, SHRM-CP, MCCSC Guest Teacher Coordinator
MCCSC Switchboard | 812-330-7700, ext. 51760
Fax | 812-330-7705
Email | brafano@mccsc.edu

Aesop/Frontline Information
http://www.aesoponline.com
1-800-942-3767
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>1</td>
</tr>
<tr>
<td>Equal Opportunity &amp; Equity Statement</td>
<td>2</td>
</tr>
<tr>
<td>Employment Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Substitute Teacher Agreement</td>
<td>4</td>
</tr>
<tr>
<td>Policies</td>
<td>5</td>
</tr>
<tr>
<td>Substitute Teacher Evaluation Form</td>
<td>6</td>
</tr>
<tr>
<td>School Calendar</td>
<td>7</td>
</tr>
<tr>
<td>School Directory</td>
<td>8</td>
</tr>
<tr>
<td>School Closings and Delays</td>
<td>9</td>
</tr>
<tr>
<td>Payroll Information</td>
<td>10</td>
</tr>
<tr>
<td>Pay Schedule</td>
<td>11</td>
</tr>
<tr>
<td>INPRS-Teacher Retirement Fund Information</td>
<td>12</td>
</tr>
<tr>
<td>Aesop Internet &amp; Phone System Quick Start Guide</td>
<td>13-14</td>
</tr>
<tr>
<td>MCCSC School Descriptions</td>
<td>15-19</td>
</tr>
<tr>
<td>School Times &amp; Substitute General Information</td>
<td>20-21</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>22-23</td>
</tr>
<tr>
<td>Special Education Classroom Categories</td>
<td>24</td>
</tr>
<tr>
<td>School Emergency Procedures &amp; Alerts</td>
<td>25-26</td>
</tr>
<tr>
<td>Bullying Defined</td>
<td>27-28</td>
</tr>
<tr>
<td>Bullying Flow Chart</td>
<td>29</td>
</tr>
<tr>
<td>Seclusion and Restraint Guidelines</td>
<td>30-34</td>
</tr>
<tr>
<td>Protocol for Reporting Child Abuse/Neglect</td>
<td>35</td>
</tr>
<tr>
<td>Child Abuse Hotline Process</td>
<td>36</td>
</tr>
</tbody>
</table>
GUEST (SUBSTITUTE) TEACHER AND GUEST PARAPROFESSIONAL IN THE
MONROE COUNTY COMMUNITY SCHOOL CORPORATION

We welcome you to MCCSC and look forward to your employment in this corporation. Your role as a guest (substitute) teacher/paraprofessional is vital to the educational welfare of our students and it is our hope that your experience will be successful and gratifying. Guest teachers and paraprofessionals are an essential asset to our corporation as they provide an important and much needed service.

The most important goal of MCCSC is to sustain effective instruction each day of the school year. In order to achieve this goal, we need competent, conscientious, and caring guest teachers/paraprofessionals available to fill faculty and staff absences in our schools. Once a guest teacher/paraprofessional is assigned to an open position, the expectation is that the normal instructional program, as prescribed by the regular teacher, will be implemented as outlined in written lesson plans. The key role of the guest teacher/paraprofessional is to continue effective classroom interaction so students sustain learning and achieve instructional goals.

We sincerely appreciate your contributions to MCCSC and will support your efforts in experiencing a productive and positive school year. For any questions or concerns you may have throughout the year, please contact MCCSC Guest Teacher/Paraprofessional Coordinator, Bryan Rafano, via phone at 812-330-7700 Ext. 51760 or via email at brafano@mccsc.edu.

WELCOME TO MCCSC!!
MCCSC – EQUAL OPPORTUNITY & EQUITABLE EMPLOYER

The Monroe County Community School Corporation is committed to equal employment opportunity and employs all qualified persons without regard to race, color, religion, national origin, sex, age, disability, sexual orientation, marital status, genetic information, gender identity or any other legally protected characteristic in its programs or activities, including employment opportunities.

No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational function or student activity. Education services, programs, instruction and facilities will not be denied to anyone in the Monroe County Community School Corporation as a result of race, color, religion, national origin, sex, age, disability, sexual orientation, marital status, genetic information, gender identity or any other legally protected characteristic. MCCSC is committed to cultivating a safe, welcoming, nurturing, and supportive environment for every child, parent, caregiver, visitor, community partner, and fellow employee in every school each day.

For further information, clarification or complaint please contact:

Amanda Shetlesworth, SHRM-CP, PHR
Director of Human Resources
MCCSC Administration Center
315 E. North Drive
Bloomington, IN 47401
Phone: 812-330-7700, ext. 51161
Email: ashettle@mccsc.edu
MCCSC SUBSTITUTE TEACHING EMPLOYMENT REQUIREMENTS

CERTIFICATION:
Guest Teachers must be at least 21 years of age, have a minimum of 24 college credit hours and hold either a valid Indiana Teaching License or an Indiana Substitute Permit. Guest Paraprofessionals must be at least 18 years of age and have a high school diploma or the recognized equivalent and hold a valid Indiana Substitute Permit. If you obtain an Indiana Teacher’s License after you begin as a substitute teacher, you must provide a copy of your license to the Human Resources Department to increase your pay rate (as of the date of submission) It is the responsibility of the substitute to renew certification as needed by contacting the Indiana Department of Education, License Verification & Information System (LVIS) portal at www.doe.in.gov/licensing.

UNIVERSAL PRECAUTIONS:
The State of Indiana requires an annual in-service training for Universal Precautions and Epi-pen training. You will receive your initial training at the Guest Teacher Orientation meeting you attend prior to hire. After this, you will be expected to attend an annual video review session. Video reviews and follow up training are scheduled during the months of July and August. You will receive details of the follow up video review schedule each year once school lets out for summer break.

PERSONNEL FILE:
The following items are needed to complete the personnel file:
1. Employment Application, located online at www.mccsc.edu/jobs
2. Copy of Indiana Teacher’s License OR Substitute Permit
3. Guest Teachers: college transcripts to verify minimum of 24 college or university credit hours; Guest Paraprofessionals: high school diploma or recognized equivalent GED
4. Resume
5. Identification—copy of a driver’s license along with the social security card or birth certificate OR, a copy of a valid passport
6. A satisfactory, expanded background check as required by Indiana state law for all school personnel
7. Two satisfactory letters of reference
8. Proof of Universal Precautions Training
9. Substitute Teacher Agreement, signed
10. New-hire and policy forms completed and signed

In a given 60 day period if there have been no assignments accepted and completed you could become inactive and subject to restarting the process unless written notice is given to the Substitute Teacher Office.
1. **CONDITIONS OF PLACEMENT FOR SUBSTITUTE TEACHERS and PARAPROFESSIONALS**
   
a) Responsibilities of the position as substitute teacher/paraprofessional are completed during the time outlined by the school calendar as school days.

b) Employment is based on need and there are no guarantees of daily work.

c) Appropriate and current Indiana teaching certification must be on file with the corporation prior to any assignment. Pay rate of $86.12/day for Substitute Permit, $98.42/day for Substitute and $16.88/day for valid Indiana Teacher's License, and $116.88/day for valid MCCSC teacher with a valid license.

d) Participation in Indiana State Teachers Retirement Fund (ISTRF) is for those who work a minimum of 120 days in the fiscal year (July 1 through June 30), hold a valid Indiana Teacher’s license, and are a member. It is optional for those with a Substitute Certificate hold a college degree and must work a minimum of 60 days in each of two fiscal years. See page 12 for more details.

e) A Substitute Evaluation report, with regards to a substitute’s unsatisfactory performance, may necessitate the temporary or permanent removal of the individual’s name from the Substitute List until the nature of the problem and its resolution are determined. The evaluation report will be submitted to the Guest Teacher’s Office, which will include the unsatisfactory performance summary followed by signatures from both the building principal and the absent teacher. Substitute Evaluation Forms will be stored in the guest teacher’s personnel file and a summary of the unsatisfactory report will be shared with the guest teacher. Substitute Evaluation Form can be found on page 6.

f) A substitute teacher’s/paraprofessional’s name may be removed from the Substitute List for any reason, deemed by the administration, to be in the best interest of the School Corporation.

g) A substitute teacher/paraprofessional is responsible for reviewing, knowing, and understanding all MCCSC policies and guidelines which are found on the website at www.mccsc.edu, Board of Trustees, Policies and Guidelines, 4000 Support Staff.

h) Substitutes who do not work any assignments during a 60 day period may become inactive and subject to restarting the process, without written or email notice to the Substitute Office.

2. **RESPONSIBILITIES**

   a) REPORT to the main office on time at the start of the school day to familiarize yourself with the room, building surroundings, and the classroom rules.

   b) IMPLEMENT the teacher’s lesson plan as stated, to the best of your ability.

   c) PERFORM all other normal assigned duties of the absent teacher such as lunchroom/recess/playground supervision, bus duty, etc.

   d) OBSERVE and implement all other school policies, state statutes, and administrative rules and regulations, such as not leaving students unattended, NO cell phone usage during instruction time or when students are present in the classroom, NO consumption of food or beverage during classroom/instructional time and NO personal computer usage (see building administrator if necessary to implement the noted lesson plans).

   e) DEMONSTRATE professionalism in maintaining confidentiality with regards to all administrators, faculty, staff, and students.

   f) DEMONSTRATE professional behavior and emotional control which reflects appropriate language and model responses.

   g) WRITE a brief report for the absent teacher stating accomplishments during the substitute assignment and return the classroom to its proper order.

   h) REPORT back to the main office at the end of your assignment, prior to your departure.

   i) MAINTAIN a personal record of days subbed to ensure appropriate salary compensation.

   j) EXHIBIT flexibility in the occurrence of the substitute assignment being modified or changed upon or after building arrival.
Monroe County Community School Corporation
Policy and Guidelines
Acknowledgment

The Monroe County Community School Corporation Policy and Guidelines can be found on the MCCSC website. As an employee of MCCSC, you are responsible for reading and adhering to the expectations of the Monroe County Community School Corporation Board of School Trustees.

If you do not have access to a computer or are unable to read and understand the content of the policies and guidelines, you are to contact your immediate supervisor or the Substitute Coordinator.

You can access the policies and guidelines by clicking on the link: http://www.boarddocs.com/in/mccsc/Board.nsf/public or by going to: www.mccsc.edu; Board of Trustees, Policies and Guidelines; 4000 Support Staff. The Guest Teacher Handbook can be found at www.mccsc.edu; Departments; Human Resources; Employee Agreements; Guest Teacher Handbook.

I understand and agree that I am responsible for reviewing the MCCSC Policies and Guidelines found on the website and adhering to the expectations therein. I understand that any violation of these policies and guidelines may result in (but not limited to) disciplinary and/or legal action, and/or loss of employment.

For more information, please contact one of the following:

Dr. Debra Prenkert
Assistant Superintendent of Elementary Education
(812) 330-7700, ext. 50223
dprenker@mccsc.edu

Mrs. Amanda Shettlesworth, SHRM-CP, PHR
Director of Human Resources
(812) 330-7700, ext. 51161
ashettle@mccsc.edu

Mr. Bryan Rafano, SHRM-CP
Guest Teacher Coordinator
(812) 330-7700, ext. 51760
brafano@mccsc.edu
TEACHER / PRINCIPAL EVALUATION FOR SUBSTITUTE TEACHER

Name of Substitute Teacher: ____________________________________________

Location: _______________ Date/Time of Assignment: __________________

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>On duty the required length of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readily adjusted to situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided favorable learning situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used acceptable methods of control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorably received by students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorable attitude toward work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left summary of work covered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left room in favorable working condition</td>
<td></td>
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List strong characteristics: ____________________________________________

List characteristics that need improvement: _____________________________

List any other items not mentioned above: ______________________________

If you prefer this substitute not be re-assigned to your building/classroom, please state reason: ____________________________________________________________

Would you recommend this person for continued substitute services?  YES  NO

Summarize the quality of execution and implementation of the assignment by the substitute teacher:

<table>
<thead>
<tr>
<th></th>
<th>excellent</th>
<th>satisfactory</th>
<th>unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>___________</td>
<td>_____________</td>
<td>_____________</td>
</tr>
</tbody>
</table>

Date: ________________________ Teacher: ________________________

Principal: ____________________
# MONROE COUNTY COMMUNITY SCHOOL CORPORATION

**315 East North Drive - Bloomington, IN 47401-6595  •  812-330-7700  •  FAX: 812-330-7813  •  [www.mccsc.edu](http://www.mccsc.edu)**

## DIRECTORY – 2022-2023

### ELEMENTARY SCHOOLS (grades K-6)

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
<th>Address</th>
<th>(Area 812)</th>
<th>Telephone</th>
<th>FAX Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington Heights</td>
<td>Mr. Micah Heath</td>
<td>700 W. Parrish Road, Bloomington, IN 47404</td>
<td>330-7747</td>
<td>330-7748</td>
<td></td>
</tr>
<tr>
<td>Binford (gr.3-6)</td>
<td>Ms. Courtney Ladyman</td>
<td>2300 E. 2nd Street, Bloomington, IN 47401</td>
<td>330-7741</td>
<td>330-7834</td>
<td></td>
</tr>
<tr>
<td>Childs</td>
<td>Mr. Steven Marshall</td>
<td>2211 S. High Street, Bloomington, IN 47401</td>
<td>330-7756</td>
<td>349-4798</td>
<td></td>
</tr>
<tr>
<td>Clear Creek</td>
<td>Ms. Emily MacNiven</td>
<td>300 W. Clear Creek Drive, Bloomington, IN 47403</td>
<td>824-2811</td>
<td>824-9265</td>
<td></td>
</tr>
<tr>
<td>Fairview</td>
<td>Mr. Shawn Gobert</td>
<td>500 W. 7th Street, Bloomington, IN 47404</td>
<td>330-7732</td>
<td>330-7818</td>
<td></td>
</tr>
<tr>
<td>Grandview</td>
<td>Ms. Claire Mickey</td>
<td>2300 S. Endwright Road, Bloomington, IN 47403</td>
<td>825-3009</td>
<td>825-3302</td>
<td></td>
</tr>
<tr>
<td>Highland Park</td>
<td>Mr. Cassidy Rockhill</td>
<td>900 S. Park Square Drive, Bloomington, IN 47403</td>
<td>825-7673</td>
<td>825-4907</td>
<td></td>
</tr>
<tr>
<td>Lakeview</td>
<td>Dr. Regina Lanham</td>
<td>9090 S. Strain Ridge, Bloomington, IN 47401</td>
<td>824-7061</td>
<td>824-9280</td>
<td></td>
</tr>
<tr>
<td>Marion</td>
<td>Mr. Aaron Ritter</td>
<td>1655 E. Bethel Lane, Bloomington, IN 47408</td>
<td>330-7750</td>
<td>330-7822</td>
<td></td>
</tr>
<tr>
<td>Rogers (gr. K-2)</td>
<td>Ms. Lisa Roberts</td>
<td>2200 E. 2nd Street, Bloomington, IN 47401</td>
<td>330-7767</td>
<td>330-7820</td>
<td></td>
</tr>
<tr>
<td>Summit</td>
<td>Ms. Mary Douglas</td>
<td>1450 W. Countryside Lane, Bloomington, IN 47403</td>
<td>330-2011</td>
<td>330-2022</td>
<td></td>
</tr>
<tr>
<td>Templeton</td>
<td>Dr. Timothy Dowling</td>
<td>1400 S. Brenda Lane, Bloomington, IN 47401</td>
<td>330-7735</td>
<td>330-7779</td>
<td></td>
</tr>
<tr>
<td>Unionville</td>
<td>Dr. Andrea Mobley</td>
<td>8144 E. St. Rd. 45, Unionville, IN 47468</td>
<td>332-0175</td>
<td>339-2717</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Mr. Glen Hopkins</td>
<td>1111 N. Russell Road, Bloomington, IN 47408</td>
<td>330-7753</td>
<td>330-7770</td>
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### MIDDLE SCHOOLS (grades 7-8)

<table>
<thead>
<tr>
<th>School</th>
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<th>Address</th>
<th>(Area 812)</th>
<th>Telephone</th>
<th>FAX Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batchelor</td>
<td>Mr. Eric Gilpin</td>
<td>900 W. Gordon Pike, Bloomington, IN 47403</td>
<td>330-7763</td>
<td>330-7766</td>
<td></td>
</tr>
<tr>
<td>Jackson Creek</td>
<td>Mr. Gregory Bodie, Assistant</td>
<td>3980 S. Sare Road, Bloomington, IN 47401</td>
<td>330-2451</td>
<td>330-2457</td>
<td></td>
</tr>
<tr>
<td>Tri-North</td>
<td>Ms. Dominick Stella, Assistant</td>
<td>1000 W. 15th Street, Bloomington, IN 47404</td>
<td>330-7745</td>
<td>330-7799</td>
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### HIGH SCHOOLS (grades 9-12)

<table>
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<th>School</th>
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<th>Address</th>
<th>(Area 812)</th>
<th>Telephone</th>
<th>FAX Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomington H.S. North</td>
<td>Mr. Matthew Stark</td>
<td>3901 N. Kinser Pike, Bloomington, IN 47404</td>
<td>330-7724</td>
<td>330-7805</td>
<td></td>
</tr>
<tr>
<td>Bloomington H.S. South</td>
<td>Mr. Mark Fletcher</td>
<td>1965 S. Walnut Street, Bloomington, IN 47401</td>
<td>330-7714</td>
<td>330-7810</td>
<td></td>
</tr>
<tr>
<td>Bloomington Graduation</td>
<td>Mr. Craig Belt</td>
<td>705 W. Coolidge Drive, Bloomington, IN 47403</td>
<td>330-7708</td>
<td>330-2433</td>
<td></td>
</tr>
<tr>
<td>The Academy of Science</td>
<td>Ms. Angela Evans, Assistant</td>
<td>444 S. Patterson Drive, Bloomington, IN 47403</td>
<td>330-2480</td>
<td>330-2481</td>
<td></td>
</tr>
</tbody>
</table>

### CAREER AND ADULT EDUCATION

**Hoosier Hills Career Center – Ms. Christi McBride, Director**

**3070 N. Prow Road, Bloomington, IN 47404**

**330-7730 – FAX: 330-7807**

(Assistant: Dr. David Pillar)

**Adult Education – Ms. Lily Albright, Director**

**705 W. Coolidge Drive, Bloomington, IN 47403**

**330-7731 – FAX: 330-2433**

### OTHER FACILITIES AND PROGRAMS

| Administration      | Mrs. Cindy Southard             | 315 E. North Drive, Bloomington, IN 47401    | 330-7700   | 330-7813       |
| Early Learning Programs | Ms. Laura Threlkeld            | 401 E. Miller Drive, Bloomington, IN 47401   | 330-7830   | 330-2495       |
| ELL Office          | Mr. Choonhyun Jeon              | 315 E. North Drive, Bloomington, IN 47401    | 330-7700   | 330-7813       |
| Federal Grants      | Mr. William Luther              | 315 E. North Drive, Bloomington, IN 47401    | 330-7700   | 330-7813       |
| Food Services       | Mr. Matthew Tomrell            | 560 E. Miller Drive, Bloomington, IN 47401   | 330-7700   | 349-4794       |
| Health Office       | Ms. Macon文字插图 | 1965 S. Walnut Street, Bloomington, IN 47401 | 330-7714   | 330-2475       |
| Honey Creek School  | Ms. Gretchen Kenny              | 8325 N. Low Gap Road, Unionville, IN 47468   | none       |
| Information Services| Ms. Alexis Harmon               | 1805 E. Henderson, Bloomington, IN 47401    | 349-4758   | 330-7815       |
| MCCS Foundation     | Ms. Alycia Ainsworth            | 315 E. North Drive, Bloomington, IN 47401    | 330-7700   | 330-7813       |
| Print Shop           | Mr. Brandon Chambers           | 1965 S. Walnut Street, Bloomington, IN 47401 | 330-7714   | 349-4794       |
| School Age Care Program | Ms. Laura Threlkeld            | 401 E. Miller Drive, Bloomington, IN 47401   | 330-7702   | 349-4794       |
| Extended Services   | Mr. Bradley Lucas               | 560 E. Miller Drive, Bloomington, IN 47401   | 330-7720   | 330-7791       |
| Transportation      | TBD                             | 505 E. North Drive, Bloomington, IN 47401    | 330-7719   | 330-2493       |

*Interim*
SCHOOL CLOSINGS & DELAYS

Decisions to close or delay school start times due to inclement weather will generally be made prior to 6:00 am and announced immediately via the media listed below.

<table>
<thead>
<tr>
<th>TV STATIONS:</th>
<th>FM RADIO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTTV (4)</td>
<td>WTTS (92.3 FM)</td>
</tr>
<tr>
<td>WTIU 30 (5)</td>
<td>WTTS (92.7 FM)</td>
</tr>
<tr>
<td>WRTV-TV (6)</td>
<td>WSKT (91.3 FM)</td>
</tr>
<tr>
<td>WISH-TV (8)</td>
<td>WFHB (91.3 FM)</td>
</tr>
<tr>
<td>WTHR-TV (13)</td>
<td>WQKC (93.7 FM)</td>
</tr>
<tr>
<td>MyINDY (23)</td>
<td>WBBW (96.7 FM)</td>
</tr>
<tr>
<td>WXIN-TV (59)</td>
<td>WKKG (101.5 FM)</td>
</tr>
<tr>
<td><strong>AM RADIO:</strong></td>
<td><strong>FM RADIO:</strong></td>
</tr>
<tr>
<td>WGCL (1370 AM)</td>
<td>WNUF (102.5 FM)</td>
</tr>
<tr>
<td>WBIW (1340 AM)</td>
<td>WFIU (103.7 FM)</td>
</tr>
<tr>
<td>WCSI (1010 AM)</td>
<td>WHCC (105.1 FM)</td>
</tr>
<tr>
<td></td>
<td>WQRK (105.5 FM)</td>
</tr>
</tbody>
</table>

In addition to announcements through the media, you will also receive an automated phone call alert to the primary phone number listed on file with the details of the cancellation. Also, any closings or delays will be made public on the home page of our website at [www.mccsc.edu](http://www.mccsc.edu). There is a traffic light graphic located on the right side of the home page of the MCCSC website which reflects the status of the school day by the color highlighted: the green light indicates that everything is on and running as scheduled, a yellow light indicates there is a delay, and a red light represents a closed school day. When MCCSC schools are closed due to inclement weather, teachers will conduct a virtual eLearning day with their class and will not need guest teacher coverage. Guest teachers will then be removed from assignments for that day.

In the event there is a delay to the school’s start time (normally a 2-hour delay), the announcement will be made in the same manner as listed above. You should arrive at your assignment 2 hours after the school’s start time listed in Aesop. For example, if the school has a start time of 9:00 am, plan to arrive at 11:00 am. If your assignment is for a “traveling teacher,” you may need to call either the school or Bryan Rafano at 812-330-7700, Ext. 51760, to get the actual location where you should report for the start of your assignment, as this may have changed due to a delayed start.
PAYROLL INFORMATION

♦ It is recommended that the substitute maintain a calendar of days worked in order to verify the accuracy of his/her compensation; you may also reference a history of your days worked via your Aesop profile under “Work History.”

♦ Questions regarding paychecks should be directed to Bryan Rafano at 812-330-7700, ext. 51760 or, via e-mail at brafano@mccsc.edu. Please check the pay schedule to confirm the correct pay period (see page 11).

♦ If you have not set up Direct Deposit (strongly recommended), paychecks will be mailed out on the Thursday immediately preceding the pay date and should reach the substitute on the pay date (Friday) listed on the schedule. Checks are mailed to the address listed on the W-4 Federal Tax form.

♦ Called in error – If due to our error you are called and report to a school where there is no assignment, you will be paid for a half-day and will be assigned for that time wherever needed within the building or corporation. If you are unable to cover an additional assignment within the building or corporation, guest teachers will not be paid for that day. In the event two substitutes arrive for the same assignment, the substitute who has the job confirmation number is the one who has the right to fulfill the assignment. The other substitute would not be paid unless there is another assignment or arrangements can be made and agreed upon.

♦ Long-term substitutes are paid at a rate commensurate with their education and verified contract experience (a maximum of five years of experience is allowed on the salary schedule) following 15 consecutive days in the same position and remains at that pay for the duration of the assignment. This applies when the guest teacher has a valid Indiana Teacher’s License (a copy must be on file in the Guest Teacher Office) and the assignment is for the teacher of record, not as an aide or the substitute holds a Substitute Permit.
### School Year 2022-23

**Pay Periods and Corresponding Pay Dates for Guest Teachers/Paraprofessionals**

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Substitute Teachers Participation for Teachers’ Retirement Fund (INPRS)

According to Indiana law, a substitute teacher may be a member of TRF if you:

- are certified by the Indiana State Board of Education;
- have at least an associate’s degree;
- teach at least 120 days in a fiscal year (July 1 to June 30) or at least 60 days in each of 2 fiscal years.

The State Board of Education certifies you if you have a teaching license, a substitute teaching permit, a temporary teaching license, or an emergency teaching license. However, if your license expires, you are no longer qualified to be a TRF member. You will qualify for membership once you obtain a new license. If you are a substitute teacher and do not meet these criteria, no contributions for your retirement benefit will be collected.

MEMBERSHIP PROCEDURES

After your employer enrolls you in the fund, INPRS opens an account in your name, and you become a member. Once INPRS receives contributions, you will receive a welcome letter with your membership information. The letter has instructions for you to register for an online account. A PIN will be mailed to you. Once you have registered, you can name beneficiaries, update your address, and make investment elections for your DC.

WITHDRAWAL PROCEDURES

Substitutes desiring to withdraw from INPRS must have formally resigned as a Substitute Teacher (written notification) prior to making the request for funds to INPRS.

1. The Guest Teacher must formally resign with written notification to the Guest Teacher Coordinator. Guest Teachers must be completely separated from MCCSC for at least 30 days. For more information, please visit: https://www.in.gov/inprs/files/TRFHybridPlanMemberHandbook.pdf
2. The Guest Teacher contacts INPRS at 888-464-6777 to apply for a distribution of your defined contribution account.
3. INPRS sends the form to the former employee to begin the process.
4. The former employee completes his/her portion and forwards the form to MCCSC Human Resources Office, located in the Administration Building.
5. MCCSC completes the former employer portion of the form and returns it to INPRS.
6. In 30 – 60 days reimbursement should be received by the former employee.

QUESTIONS

Call INPRS toll-free at (844) GO-INPRS (888-464-6777) or online at www.in.gov/inprs.
Absence Management

SIGNING IN

To log in to the absence management application, type aesoponline.com in your web browser’s address bar.

The Sign In page will appear. Enter your ID/username and PIN/password and click Sign In.

RECOVERING CREDENTIALS

If you cannot recall your credentials, use the recovery options or click the “Having trouble signing in?” link for more details.

SEARCHING FOR AVAILABLE JOBS

You can review available jobs directly on the homepage. These potential jobs appear in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, click the Accept button beside the absence (or click Reject to remove a job from the list).

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GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click Help Resources and select Frontline Support. This opens a knowledge base of help and training materials.

ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also find and accept available jobs, manage personal information, change your PIN number, and more, all on the phone.

When You Call into Absence Management

To call, dial 1-800-942-3767. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the absence management system, you can:

• Find available jobs – **Press 1**
• Review or cancel upcoming jobs – **Press 2**
• Review or cancel a specific job – **Press 3**
• Review or change your personal information – **Press 4**

When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

Keep in mind, when the system calls you, it will call about one job at a time, even if you’re eligible for other jobs. You can always call in (see “When You Call into Absence Management” section above) to hear a list of all available jobs.

Note: When the system calls, be sure to say a loud and clear “Hello” after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:

• Listen to available jobs – **Press 1**
• Prevent absence management from calling again today – **Press 2**
• Prevent absence management from ever calling again – **Press 9**

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). The absence management system will list the job details, and you will have the opportunity to accept or reject the job.
MCCSC SCHOOL DESCRIPTIONS

Elementary Schools

Arlington Heights Elementary School

Arlington Heights Elementary serves a student population of approximately 330 students from preschool through 6th grade. Arlington Heights is a school where teachers work collaboratively, differences are valued and respected, and children are always put first. As a Positive Behavior Interventions and Supports (PBIS) and Well-Managed School (WMS), we believe in celebrating students’ social and emotional successes by rewarding students for exhibiting positive behavior.

Binford Elementary School

Binford Elementary serves about 520 students in grades 3 through 6. Binford is a school that strives for excellence in academics while supporting the development of the whole child. Binford offers its students the opportunity for advanced math instruction while also providing enrichment and remediation in all areas. Binford also works daily on developing the social and emotional needs of its students, providing lessons in social emotional learning (SEL) and promoting life-skills through Binford Strong program.

Childs Elementary School

Childs Elementary serves over 550 students in preschool through 6th grade. Our goal is to recognize each child's individuality and make each child feel special and included. Childs in an International Baccalaureate (IB) World School where creating life-long learners is a high priority. Childs Elementary is recognized for its commitment to sustainably providing the essential elements of wildlife habitat and providing students with a place to learn outdoors and connect with nature.

Clear Creek Elementary School

Clear Creek Elementary serves approximately 435 students in preschool through 6th grade. Through the Global Education Programs at Clear Creek, we strive to attain three goals for our students. The first goal is high academic achievement through unique and customized learning for every student and differentiae when students receive enrichment or intervention for reading and math. The second goal is bilingualism and biliteracy. All students explore the Spanish language with at least 50% of instruction in Spanish as well as weekly Spanish classes. The third goal is cross-cultural competency. Students become culturally competent leaders by investigating the world and recognizing the perspectives of others, communicating ideas effectively with diverse audiences, and taking action.

Fairview Elementary School

Fairview Elementary is an Artful Learning and Performing Arts Academy and is part of the Bloomington Entertainment & Arts District (BEAD). Fairview is a diverse community of approximately 350 learners and leaders from preschool through 6th grade. As an Artful Learning school, we engage students and teach the academic standards through the arts, linking the arts and artistic process to the daily classroom learning experience. Through community support, Fairview brings local artists in to teach piano keyboarding, African drumming, guitar, violin, ceramics, 3-D art, drama, choir, and show choir.
Grandview Elementary School

Grandview Elementary is an Indiana Department of Education Certified STEM school serving approximately 475 students in preschool through 6th grade. Grandview integrates science, technology, engineering, and mathematics (STEM) into all content areas, including art, music, and physical education. Grandview’s faculty and staff are dedicated to supporting student successes by offering social and emotional learning opportunities. Students explore hands-on learning, relating what they learn to real world experiences and occupations. Grandview is also a Coordinated Approach to Child Health (CATCH) school where students learn about healthy lifestyle choices that will last a lifetime.

Highland Park Elementary School

Highland Park serves approximately 400 students from preschool through 6th grade. Highland Park embraces its mission of reaching and teaching all learners in meeting all students’ needs in meaningful and impactful ways. In utilizing the structure of PBIS and being a Well-Managed School, Highland Park teaches and reinforces desired behaviors in common areas as well as embracing the whole child and approaching behavioral needs just as we would academic needs. Students also receive instruction in Spanish and computer lab.

Lakeview Elementary School

Lakeview Elementary serves approximately 500 students from preschool through 6th grade. Students at Lakeview are taught through researched-based approaches. A balance of small group, individual, partner, and whole class instruction takes place across all grade levels, and in all subject areas. Our teachers use mini-lessons with explicit instruction, play/game based learning, hands-on learning activities, strategy based instruction, student inquiry, project-based learning units, and student choice in reading and writing. Lakeview Elementary is the first Indiana elementary school to be deemed a Professional Learning Community Evidence of Effectiveness School.

Marlin Elementary School

Marlin Elementary serves approximately 200 students from preschool through 6th grade. Marlin’s students use their 12 acre grounds while experiencing integrated STEM activities including nature lessons co-taught with the Sycamore Land Trust. The teaching at Marlin Elementary is researched-based and adaptable, inspired by student’s interests, community, and relevant events. Our teacher’s learning approaches are dedicated to student achievement and the social and emotional well-being of every student.

Rogers Elementary School

Rogers Elementary has an enrollment of approximately 370 students from kindergarten through 2nd grade. Since Rogers serves our youngest learners, we believe in teaching the whole child through hands-on, child-centered learning experiences. Our goal is the ensure that students have a solid academic foundation while embracing their social and emotional well-being. Rogers is one of the most diverse elementary schools in MCCSC and reflects the broad diversity found within the Bloomington community. Students at Rogers are represented by 15 countries and speak 20 different languages. Rogers has several English as a New Language staff who partner with classroom teachers and families to support our diverse learners.
Summit Elementary School

Summit Elementary is a diverse school serving a dynamic and collaborative community. Summit serves approximately 580 students from diverse backgrounds or socioeconomic ethnicities, cultures, and religions. Summit provides a growing Dual Language Spanish Immersion program. Half of the Summit’s student body will eventually be enrolled in our Dual Language program where students receive half of their instruction on a daily basis in Spanish. The goal of the program is to create biliterate and bilingual Spanish speakers who have an in-depth understanding and appreciation of world cultures through sociocultural competency.

Templeton Elementary School

Templeton Elementary serves approximately 500 students in preschool through 6th grade. As an International Baccalaureate (IB) School, learning at Templeton has a global-minded focus. The goal of the IB program is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We pride ourselves on meeting the unique needs of all our students and offer a variety of programming to meet every student’s needs, including brain-compatible, multi-age, and traditional, single-grade classrooms. Students at Templeton have the opportunity to be lifelong learners and understand how we live in a global society.

Unionville Elementary School

Unionville Elementary is a small school made up of around 220 students. This small and supportive environment creates fertile ground for growing well known, connected, engaged, and high performing students. Unionville faculty and staff believe the world needs 1) inhabitants with deep connection, respect, and appreciation for nature, 2) people who are problem solvers, and experienced in using technology and creativity to generate solutions and to communicate with stakeholders, and 3) individuals who integrate health and wellness into their lives. Unionville utilizes the acronym E.A.R.T.H. to inspire learning opportunities to connect content across the curriculum. The acronym stands for environment, art, resources, technology, and health. Unionville is was also named an Indiana Department of Education Certified STEM school in 2019.

University Elementary School

University Elementary serves over 600 students in preschool through 6th grade. University is a naturally global school, welcoming students from around the world, who speak a variety of different languages. University Elementary is an authorized International Baccalaureate World School where students engage in six conceptual units of inquiry each year that are collaboratively planned. Students focus on international mindedness and use their agency to make an impact in the local and global community. The MCCSC Elementary Accelerated Learning Program for Students (ALPS) is housed at University and serves MCCSC’s 14 district elementaries. We encourage our students to become inquisitive, reflective learners who value others in an inclusive community and around the world.
**Middle Schools**

**Batchelor Middle School**

Batchelor Middle serves over 450 students and is an Indiana Department of Education STEM Certified school. Batchelor has 40 classrooms with integrative technology which creates a diverse and enriching environment. Every student is equipped with an iPad that they can take home and use. Batchelor Middle incorporates a year-long, two class period STEM Skills course that combines science, technology, engineering, design, and mathematics in a problem-solving learning environment. The goal at Batchelor Middle School is to develop the five C’s – curiosity, creativity, collaboration, communication, and critical thinking.

**Jackson Creek Middle School**

Jackson Creek Middle School serves approximately 640 students. The philosophy at Jackson Creek Middle School to Dream, Explore, and Learn. We want students to dream they can be whomever they want to be and do whatever they want to do, explore and try new experiences and not be afraid to fail, and learn to leverage their learning for future endeavors. Jackson Creek is the only Evidence of Effectiveness Model Professional Learning Community middle school in the state of Indiana. Each week, there are new activities for students to engage in with teachers and members of the community.

**Tri-North Middle School**

Tri-North Middle serves approximately 570 students through unique needs by providing a variety of educational opportunities and support. Our goal is to ensure students have solid foundations in all core academic areas. Tri-North is committed to supporting student success and embracing social and emotional learning opportunities. Every other Wednesday students meet in homeroom to discuss current issues that impact them socially and emotionally. After lunch each day, students enjoy 20 minutes of sustained silent reading or academic intervention through the Daily Tri-North Twenty.

**High Schools**

**The Academy of Science and Entrepreneurship**

The Academy of Science and Entrepreneurship focuses on project-based, problem-based learning model with emphasis on developing 21st century skills as well as mastering Indiana State Standards. Rather than learning through traditional classroom instruction, Academy students learn the same core academics, such as science, history, and English, through authentic project-based applications. Learning takes place in small learning environments that demand rigorous, collaborative, and high-quality work that is related to solving real world problems both in Bloomington as well as in the broader world community. The Academy is an Indiana Department of Education STEM Certified school.

**Bloomington Graduation School**

Bloomington Graduation School provides all students, grades 9 through 12, with an alternative to the corporation’s comprehensive high schools. Bloomington Graduation School offers a small school community and a 15:1 maximum student to teacher ratio. BGS piloted the corporation’s first Social-Emotional Learning class as a core component for all freshmen beginning with the class of 2022.
Bloomington High School North

Bloomington High School North serves over 1,650 students in grades 9 through 12. Our academic programs are designed to help students think critically, engage purposively and be prepared to positively influence the wider world. The core components that make up North consist of: social-emotional learning, critical thinking, and purposeful engagement. Teachers are regularly trained on culturally responsive practices resulting in well-prepared North students to engage with a dynamic, global community after high school.

Bloomington High School South

Bloomington High School South serves over 1,650 students in grades 9 through 12. South has a commitment to a collaborative system in which all students can learn because completing high school is the key to moving on to moving forward. Bloomington South operates on a trimester schedule with three 12-week semesters. Bloomington South is recognized as a National Model PLC School. South incorporates the Panther Plus program that provides timely, direct, and systematic support and enrichment to every student in the school four times per week.

Career and Adult Education

Broadview Learning Center

Broadview Learning Center’s mission is to empower adults and out-of-school youth to enhance career opportunities, further their education, and become global citizens. Broadview serve students who are at least 16 years of age and not attending high school, either because they already graduated or left high school before graduation. The core elements of the adult education program are education, training, and employment.

Hoosier Hills Career Center

Hoosier Hills Career Center seeks to serve students through training in multiple areas of study that lead to a successful transition into incredible opportunities. Our students come to us from MCCSC, Richland Bean Blossom Community School Corporation, Bloomfield School District, Metropolitan School District of Martinsville, Spencer Owen Community School Corporation, and Eastern Greene Schools.
SUBSTITUTE GENERAL INFORMATION

The following start and end times will be implemented at the start of the 2022-23 school year:

**Elementary Schools (K-6)**
Group 1 Elementary Schools – 9:00 AM – 3:45 PM
Arlington, Binford, Childs, Highland Park, Fairview, & Rogers

Group 2 Elementary Schools - 9:30 AM – 4:15 PM
Clear Creek, Grandview, Lakeview, Marlin, Summit, Templeton, Unionville, & University

**Secondary Schools (7-12)**
Middle Schools – 8:10 AM – 3:05 PM

High Schools – 7:45 AM – 2:40 PM

Please be sure to check the Sub start time noted on every assignment in Aesop for the correct arrival time, this can vary depending upon the individual teacher’s schedule

**Guest Teacher Dos:**

**CHECK-IN AND OUT** through the school office upon arrival and before departure, this is also where you will pick up your sub folder containing classroom roster, student information and possibly sub plans for the day, you should also be issued a Guest Teacher badge at check-in.

**ARRIVE** on or before the scheduled start time, as students will be entering the classroom approximately 10 minutes prior to the school start time.

**PRIORITIZE** the lesson plans as outlined by the classroom teacher. Be sure to check Aesop for attached notes pertaining to the day’s lesson plans. If there are no lesson plans, seek direction from a neighboring teacher, the building secretary, or the building principal.

**DISMISS** students using the proper procedures as left by the classroom teacher.

**LEAVE** a brief summary of the day for the classroom teacher.

**CLASSROOM** should be left neat and orderly.

For classroom management tips, procedures, and positive engagement with students please turn to page 22 for more information.
**Guest Teacher Don’ts:**

**NEVER** leave the classroom unattended, if you have a personal emergency and need to leave the classroom, ask for assistance from a neighboring teacher or call the Main Office (dial “0” from any phone in the school) for coverage of the classroom.

**DO NOT DISTURB** the teacher’s personal items or things left on the desk.

**AVOID** using classroom time to discuss topics not outlined in the classroom teacher’s lesson plan. Please remember the intention of the classroom teacher’s lesson plan and strive to follow the lesson plan in order for the students to achieve their educational goals.

**NO CELL PHONE** usage during classroom or instructional time.

**NO SLEEPING** during classroom or instructional time.

**NO PERSONAL COMPUTER** usage. If computer access is required to implement the lesson plans please see someone in the front office of the building for instructions.

**NO CONSUMPTION** of food during classroom or instructional time, if you are working a full day job, please go to either the cafeteria or the teacher’s lounge for lunch or snacks.

**DON’T** just sit at the classroom teacher’s desk during classroom or instructional time. Get up and periodically move around the classroom to keep the classroom engaged and on task.
CLASSROOM MANAGEMENT:

SOME SIMPLE IDEAS TO KEEP IN MIND:

**Find the classroom teacher’s rules first – if possible.**

**Greet students at the door as they enter.**

**Stay away from arguing or engaging in a power struggle with a student.**

**If the lesson plan is completed, have a bag of tricks or filler activities for the classroom to stay engaged – crosswords, word search, etc.**

**Utilize proximity around the classroom and keep moving – do not stay in one place too long. Periodically walk around the classroom to check on students to keep them engaged and on task.**

**Have a reflective zone for students when you need some space to cool down from each other.**

**Remember: praise publicly; reprimand privately.**

HAVE PROCEDURES FOR:

**Beginning of class (i.e.: welcome students to class and introduce yourself)**

**Quieting a class (i.e.: Call in Response, switch lights off then back on)**

**Movement of students and papers**

**End of class period**

**Transitions and special events, like moving to the gym or a fire drill—use teacher’s or have your own ready.**

NEVER BE AFRAID TO STOP THE CLASS WHEN:

**A procedure is not being followed**

**Someone is disrupting the class**

Too often we think the lesson is more important than the classroom environment, but if no one is paying attention there is no learning.
Do not escalate a situation by raising your voice or arguing with the student, use techniques such as: eye contact, “the look”, a sit down or be quiet gesture, clear your throat, counting, counting backwards, humor, name drop, some sort of class signal, using proximity or ignore.

**REMEMBER THESE HINTS:**

**Be consistent!**

**Be patient with yourself and with your students.**

**Keep all students actively involved.**

**Discipline individual students quietly and privately.**

**Anticipate when problems will occur (transitioning).**

**Keep your sense of perspective and your sense of humor. Do not be sarcastic with students.**

**Know when to ask for help or find the “go-to” student that will help.**

**Introduce yourself to the neighboring teacher.**

**The Principal and Assistant Principals are your best resource if you are experiencing behavior problems with a student or an escalating situation, do not be afraid to ask for help!**

**SAFETY:**

**As a guest teacher/paraprofessional you are responsible for adhering to established safety rules and procedures.**

**You are required to behave in a safe manner at all times: be spatially aware of your surroundings to avoid slips and/or tripping over students or furnishings.**

The safety of MCCSC students, faculty, staff, and visitors is of the utmost importance. Guest teachers/paraprofessionals are required to exercise good judgment and control when observing any unsafe conditions that could lead to accidents. Read and review the safety plans for the classroom in case there is a scheduled drill (i.e. fire, tornado, lock down, etc.) for that day to become familiar with the necessary procedures.
SPECIAL EDUCATION CLASSROOM DESCRIPTION BY CATEGORY

INCLUSION:
The “Inclusion” teacher most commonly supports students throughout the general education setting in a variety of different ways. This includes providing targeted supports to specific student(s) for specific skills. This can occur through “push in” to the general education classroom or by “pull out” where students receive specialized instruction individually or in a small group. Often “Inclusion” teachers have the additional support of one or more paraprofessionals. You will be provided a schedule, activities, and resources to implement with the students.

BRIDGES to SUCCESS:
Bridges is designed for students that require the support of a specialized classroom setting in order to fully support their emotional/behavioral needs. It has an intensive social and behavioral curriculum component. With this focus on behavioral strategies and supports, students gain skills needed to incrementally transition back to general education settings. During the time in Bridges, students receive general education curriculum or alternative curriculum supports in the specialized classroom setting. Low class size caps and student to staff ratio helps the students achieve success in their school environment. Bridges classrooms are located in selected elementary, middle and high schools.

EARLY LEARNING:
The early learning programs are for children ages 3 – 5 for students with speech/language impairment, developmental delay, autism or physical disabilities. Most programs have a teacher and 2 paraprofessionals. Responsibilities include providing play-based learning instruction, targeted interventions and may also include assisting students to and from the school bus, toileting/diapering, assisting children in wheelchairs. Note to remember: never leave student unsupervised.

APPLIED/SELF-CONTAINED:
These classrooms are typically single course offerings at the middle or high school level that offer specialized content (e.g. life skills) or a highly adapted core curriculum that meets individual student needs. These students may also participate in other general education and applied/self-contained classes throughout their day. There is a need to maintain a specific schedule and detailed behavioral plans and document the day as it proceeds. These classes have a lower student to adult ratio and are often staff with paraprofessional(s). There will be a schedule created for you and you will need to follow the lead of the other adults in the classroom who are more familiar with the students and their needs.

COMMUNITY-BASED:
These students have moderate to severe disabilities and require more significant adult support. They require an alternative curriculum that has modified grade-level content-curriculum. Depending upon individual student needs, they may also receive specialized instruction on adaptive/life skills, communication, functional routines, community access, and behavior. Students need assistance in areas such as educational and communication devices, getting from one place to another, help getting in/out of a wheelchair, using the restroom, assistance in the cafeteria and using their personal schedule that helps them know what is happening next. Student to adult ratio is low and there are typically 3 or more paraprofessionals that provide instruction/support. There will be a schedule created for you and you will need to follow the lead of the other adults in the classroom who are more familiar with the students and their needs.
Each School has a planned response for the following alerts:

**CAUTION:**
Caution status is when an incident occurs within a short distance from the building that warrants bringing all students/staff into the building. The exterior doors are verified to be secure and normal operations occur within the school such as students moving from classroom to classroom. Example: A robbery has taken place down the road from the school and the suspect(s) are still at large.

- Information is given to the schools by MCCSC administration or SRO
- Schools can call caution status themselves if something is seen outside the school building that is considered suspicious or dangerous
- School administrators are advised to contact central administration if they initiate a caution status
- Caution status is lifted when notified by the originating source

**LOCKDOWN:**
Lockdown is initiated when an intruder is located within the building, or is immediately on the grounds and is considered to be a clear and present danger to students, staff, or guests. All interior doors are locked, the lights in the classroom are turned off, and the students/staff hide in an area where the intruder cannot see them. Lockdown is not cleared until the principal or their designee, gives an “all clear” announcement via the intercom or radio system. **If the fire alarm sounds, all persons stay in position and DO NOT exit the building.**

- Lockdown is the “hide” component of the “run, hide, fight” concept
- Lockdown is used when running is not an option due to the proximity of the intruder
- Teachers are told to use all means necessary to block the doorway including using furniture to block the door or clothing items such as belts to secure a handle or closing device if necessary
- Fighting is considered a last resort and is used only when an intruder appears to be able to breach the doorway where a class is in hiding
- Ignoring the fire drill is designed to keep the students and staff in hiding in the event an intruder pulls the alarm in an attempt to force people into the area controlled by the offender
**EVACUATE:**

Evacuation occurs when it is not safe to remain in the building. Events such as a fire or chemical spill are examples where an orderly evacuation is necessary.

- Evacuation is utilized when all people inside the school need to exit in an orderly manner. Reasons for evacuation include fire, chemical leak inside the school, structural or infrastructure issues, or if a suspicious device is located inside the building.
- Evacuation sites are listed as primary and secondary. Primary sites are located within the school grounds such as a football practice field where students can be moved and accounted for easily. These locations are often used for fire drills where the school population doesn’t go to the off-site evacuation site. Secondary sites are located off premises and can be churches, businesses, or neighborhoods.

**SHELTER IN PLACE:**

Shelter in place occurs when it is necessary to stay in particular areas of a school due to an external event occurring outside the school. Examples would include a tornado, or chemical spill near the school. Shelter in Place is lifted when the principal or their designee, gives an “all clear” announcement via the intercom or radio system.

- School administrators and custodians are trained on how to shut off their HVAC systems to prevent outside air from being pulled into the building.
- Shelter in place locations will be similar to the severe weather locations designated in each school.
- A shelter in place is called by the administrator when a tornado warning is issued in the vicinity of the school.
- A shelter in place can also be called by emergency service agencies such as fire, police, or emergency management in response to an external threat that may not be known by school administrators. In these situations, additional measures may be necessary such as using clothing, blankets, or duct tape to stop any air flow from entering the building.

**REUNIFICATION:**

- Reunification involves three separate “locations”. One location for parents, one for students, and finally one for the parent and the student to meet.
- The goal is to have full accountability for all students and to confirm the student is delivered to the correct parent or guardian.
- This goal is achieved by keeping both groups separate and reuniting them at a mutual site.
- A large amount of personnel is required to achieve reunification and usually requires additional personnel from other unaffected buildings.
Bullying Defined

Categories of Bullying for IDOE Reporting Requirements:

- Physical
- Verbal
- Social/Relational
- Electronic or Written communication

What is Bullying?

“Bullying” (per IC 20-33-8-2) means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other targeted student and create for the targeted student an objectively hostile school environment that:

1. places the targeted student in reasonable fear of harm to the targeted student's person or property;
2. has a substantially detrimental effect on the targeted student's physical or mental health;
3. has the effect of substantially interfering with the targeted student's academic performance; or
4. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

Bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning. Bullying includes unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The imbalance of power involves the use of physical strength, or popularity to access embarrassing information to control or harm others. Bullying can occur anywhere (in-school or outside of school) and at any time – both during and after school hours. Bullying can include physical bullying, verbal bullying, social/relational bullying, and electronic/written communication.

Physical bullying involves hurting a person's body or possessions. It includes hitting/kicking/punching, spitting, tripping or pushing, taking or breaking someone's things, and making mean or rude hand gestures.

Verbal bullying involves saying mean things. It can include teasing, name-calling, inappropriate sexual comments, taunting, or threatening to cause harm.

Social/relational bullying involves hurting someone's reputation or relationships. Social bullying involves telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone, or embarrassing someone in public.

Electronic/written communication involves cyber-bullying, collective or group note writing, any bullying undertaken through the use of electronic devices (computer, cell phones).
Considerations in determining if the behavior meets the definition of bullying:

- The history between the individuals. Have there been past conflicts? Have these individuals had a dating relationship? (This may not be considered bullying)
- Power differential. Is there an imbalance of power? (Power imbalance is not limited to physical strength)
- Repetition. Has this or a similar incident happened before? Is the individual worried that it may happen again?
- Are any of the individuals involved with a gang? (This may result in interventions different from bullying.)

Please see the flow chart to help in determining if an incident is bullying.

What do you do if a student reports or you see a bullying incident?

Procedures and Timetables for the Reporting and Investigation of Alleged Bullying Incidents

1. Guest Teachers are mandated reporters of bullying and should follow these procedures and guidelines are employees. Employees are required to make a report (verbally or by completed report form) **within the same day** that they have observed or become aware of an alleged incident of bullying. If the incident was verbally reported, the verbal report should be followed up with a completed bullying incident report form, completed by the same employee within **one school day**.

2. Once a referral has been received from an employee or through anonymous reporting protocols, the principal (or designee) will initiate an investigation of the alleged bullying incident within **one school day** from when the initial written report was first received.

3. Once the incident is determined to be a bullying incident and investigation is completed, appropriate disciplinary response and follow up services for both the targeted student and the bully are determined. The nature of the incident, disciplinary response and proposed follow up services are to be communicated to the parent/guardian of targeted student(s) and perpetrator(s) as allowed by law, **no later than two school days** from the end/completion of the investigation.

4. Law enforcement will be contacted if the nature of the bullying incident rises to the level of a criminal offense.

5. The investigating staff member will complete the necessary bully incident report form and maintain record of the incident for mandated state reporting.

6. The reporting staff member should be notified of the results of the investigation once it is close.
Bullying Assessment Flow Chart

Was there aggression?
Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumors and shunning.

Yes
Was there dominance?
Were the aggressors stronger or dominant over the other? Was one side outnumbered?

Yes
Was there persistence?
Was there more than one incident or did the aggressor fail to stop when asked?

Yes
Response to Bullying
1. Discipline aggressor for bullying, based on the seriousness and persistence of behavior.
2. Educate and counsel all students. Including bystanders, about bullying.
3. Continue to educate all students about bullying.
4. Encourage all students to let an adult know if this behavior continues.
5. Monitor and follow-up to make sure that bullying does not recur.

No
Not Bullying
Consider another infraction

No
Not Bullying
Consider another infraction

Yes
No
Not Bullying
Consider another infraction. Would be bullying if behavior continues.
MCCSC Seclusion and Restraint Guidelines

The following seclusion and restraint guidelines are shared with Guest Teachers in case this takes place in the building during an assignment. Guest Teachers are not asked to perform seclusion and restraints on students.

A. Statement of Values, Belief, and Purpose

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as legal provisions regarding minors. Respect for the rights of others, consideration of their privileges and cooperative citizenship shall also be expected of all members of the school community.

The purpose of these guidelines is to insure that all students and staff are safe in school, and that students who may have a behavior crisis are free from inappropriate use of physical restraint or seclusion.

MCCSC emphasizes prevention and de-escalation, which reduces the risk of injury to both students and program staff. The emphasis is always on the care, safety, and welfare of our students and the primary technique used is verbal de-escalation. Restraint and seclusion are emergency procedures to be used when there is risk for injury to someone. Physical restraint and seclusion of a student shall be limited to circumstances in which the seclusion or restraint can be used safely in a manner that is in the best interests of the student.

All students will be treated with dignity and respect; and appropriate student behavior will be promoted and taught. A student shall not be subjected to seclusion or restraint except as specifically authorized in these guidelines.

B. Use of Seclusion

- The use of seclusion on a student with disabilities is subject to any conditions in the student's Individualized Education Program (IEP) and any Behavioral Intervention Plan (BIP) in addition to the conditions established in these guidelines.
- Seclusion shall only be used when a student is displaying behavior that presents imminent risk of injury to the student or others.
- Seclusion shall only be employed as a last resort when other less restrictive interventions are ineffective.
- Seclusion should only be used as long as necessary and shall be discontinued when there is no longer an imminent risk of injury. If a student with a disability is placed in seclusion pursuant to a BIP or IEP, the time limitations identified in the BIP or IEP shall be determined and applied.
- Seclusion should only be employed by staff members who have received training in the safe use of seclusion.
- A staff member must be able to supervise a student in seclusion and see and hear the student at all times.
Seclusion Environments
An enclosure used for seclusion of a student shall have the same ceiling height, lighting, ventilation, and temperature as the surrounding rooms. The room or enclosure shall be large enough to accommodate the student being isolated and any other person necessary to accompany that student. The room or enclosure shall not be locked, except that a latching device that a staff member must continuously activate to prevent a door from opening is allowed. The enclosure or room shall comply with all applicable health, fire and emergency safety requirements, and the student placed in seclusion shall be included in any evacuation or safety plan or drill for the facility. The enclosure or room shall not be named, labeled, or referred to by a staff member so as to label or stigmatize a student placed in the enclosure or room.

An enclosure or room used for seclusion must be constructed of materials or objects that cannot injure or be used by students to injure themselves or others. It must be designed so that a student cannot climb up the walls and shall allow continuous visual monitoring and communication with the student by a staff member.

C. Use of Restraint

- The use of restraint on a student with disabilities is also subject to any conditions in the student's IEP and any BIP in addition to the conditions established in these guidelines.
- Chemical Restraints are not allowed.
- Mechanical Restraints are not allowed.
  - Mechanical devices, materials, or equipment authorized by a licensed physician or other qualified health-care professional (such as a physical or occupational therapist) are not “mechanical restraints” under these guidelines, and may be used by staff trained in their safe use.
  - Transportation safety restraints are also not “mechanical restraints” subject to these guidelines.
- Physical Restraint shall only be used when a student’s behavior presents an imminent risk of injury to the student or others.
  - Restraint shall not be used if the sole justification is to punish the student for a violation of a directive from a staff member, violation of student conduct rule, the student's use of vulgar or profane language, a verbal threat, or a display of disrespect for another person.
  - A verbal threat shall not be considered as sufficient justification for the use of physical restraint unless a student has or has immediate access to the means of acting on the threat.
  - Failure of a student to complain or object to a restraint or the successful use of a restraint with another student shall not justify the use of a restraint.
- Physical Restraint shall only be used as a last resort when other less restrictive interventions are ineffective.
- A restraint shall not be implemented with the intention of using physical pain to achieve control of a student's behavior or punish misconduct, and a restraint shall never be applied in a manner that restricts a student's blood flow or respiration.
- Physical restraints shall not be used if there is a medical contraindication to its use identified for the student.
• Physical restraints shall only be applied and supervised by a staff member who has been trained in the safe application and supervision of the specific means of restraint applied (except in emergency situations when trained staff are not available).

• Physical restraint shall be used no longer than necessary to contain the behavior of the student so that the student so that the imminent risk of injury has passed. The use of force in the application of the restraint shall not exceed the force that is reasonably necessary in the circumstances justifying the use to the restraint.

D. **Definitions**

"**Chemical restraint**" means the administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment or dosage or both for the student's medical or psychiatric condition.

"**Mechanical restraint**" means the use of a mechanical device, material or equipment attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or part of the student's body or restricts normal access to the student's body.

The term does not include materials or equipment that is used as authorized by a licensed physician or other qualified health-care professional (such as a PT or OT). The term also does not include a bus harness or other safety equipment that is used to safely restrain a student during transport.

“**Physical restraint**” means physical contact between a school employee and a student in which the student unwillingly participates, and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body.

The term does not include: (1) briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation; (2) physical escort; (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another; or (4) the use of a bus harness or other safety equipment that is used to safely restrain a student during transport.

“**Seclusion**” means the confinement of a student alone in a room or area from which the student physically is prevented from leaving.

E. **Examination and Parental Notification**

• Immediately after the student has restored behavioral stability following the use of restraint or seclusion, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the seclusion or restraint.

• The building principal or designee shall attempt to verbally report every instance of restraint or seclusion to the parent/guardian of the student on the same school day of the incident.

• The building principal or designee shall, as soon as practical after an incident of restraint or seclusion, offer the parent/guardians of the student the opportunity to request a meeting regarding the incident of restraint or seclusion.
F. **Debriefing, Documenting, and Reporting**

As soon as practical after an incident of restraint or seclusion, the building administrator or designee shall:

- Meet with one or more staff members who participated in the restraint or seclusion to discuss whether procedures were followed and whether the restraint or seclusion could have been avoided;
- Direct a staff person to debrief the incident with the student in a manner appropriate to the student’s age and developmental ability, to discuss the behaviors that led to the use of restraint or seclusion.

The principal or designee will ensure that an incident report is completed for each instance of the use of seclusion or restraint.

The incident report will be saved in the student’s record, given to the building principal, and sent to the director of special education and the parent/guardian as soon as practical but no later than three school days.

The building principal or designee will review reports to monitor multiple uses in the same classroom or by the same staff members to determine if strategies or procedures should be revised.

G. **Training**

MCCSC will provide these guidelines and procedural information regarding physical restraint and seclusion to all staff.

MCCSC will provide recurrent training to appropriate staff who have regular direct contact with students on:

- Effective alternatives to restraint and seclusion including: conflict de-escalation techniques, and positive supports and behavioral interventions techniques;
- Steps to avoid the use of seclusion or restraint;
- The safe use of seclusion and restraint in appropriate cases;
- Debriefing practices and procedures.

Documentation of training shall be kept that includes: the name and position of those trained, who provided the training, when the training was completed, and a short description of the training.

Substitute teachers, volunteers, and other not trained will be directed not to restrain or place students in seclusion, unless it is an emergency and trained staff are unavailable.

H. **Annual Review and Reporting**

The Superintendent will designate a coordinator of data, planning and oversight of the use of restraint or seclusion procedures in MCCSC.
At least annually, the designated administrator will review the data on the use of restraint and seclusion in the district in order to improve the use of prevention, positive behavior intervention and support, and conflict de-escalation techniques to minimize the use of restraint or seclusion, and to consider revising these guidelines.

These restraint and seclusion guidelines shall be posted on the school corporation’s website and a notification of the guidelines will be provided in the student handbook when revised.

I. Emergencies, Law Enforcement, and Use of Physical Force with Non-Students

Nothing in these guidelines prevents a school employee from stopping a physical altercation, acting to prevent physical harm to a student or another individual, or acting to address an emergency until the emergency is over, whether or not the school employee has received formal training on the use of restraint or seclusion. If a staff member’s emergency use of physical force constitutes “restraint” or “seclusion” under these guidelines, the notification, reporting, and debriefing requirements of the guidelines should be followed.

These guidelines do not apply to School Resource Officers (SROs) who may need to use physical force or to restrain or seclude a student while performing law enforcement duties. SROs will follow their own procedures and training when performing law enforcement duties.
Indiana Child Abuse and Neglect Hotline  
1-800-800-5556

Under Indiana State Law any individual who has a “reason to believe” (IC 31-33-5-1) a child is a victim of abuse or neglect has they duty to make a report. Indiana law requires a more stringent standard of reporting in some professions, such as school staff and school professionals. These reporters are legally obligated by their professional to report alleged child abuse or neglect.

An individual has “reason to believe” that a child is the victim of child abuse or neglect if there is evidence that, if presented to individuals of similar backgrounds and training, would cause the individual to believe that a child was abused or neglected. (IC 31-34-1-1-3) **When in doubt as to whether you have “reason to believe”, make a report.**

If you suspect a child is being abused or neglected, call the Indiana Department of Child Services’ Child Abuse and Neglect Hotline. It is available 24 hours a day, 7 days a week, including weekends and holidays. You can report abuse and neglect anonymously.

Do not wait for someone else to make the call. Your call may be the critical first step in protecting a child.

**Can the person making the report remain anonymous?**

State law requires DCS to protect the identity of those reporting abuse or neglect allegations. DCS keeps the name and contact information of all report sources confidential. While DCS accepts child abuse and neglect allegations from persons who wish to remain anonymous, DCS encourages individuals to provide contact information. Providing your contact information allows the family case manager who is assigned the report to follow up with additional questions if needed.

**What will I need to provide when making a report?**

If you call to make a report, an intake specialist will ask for information about the circumstances creating a risk of harm to the child including:

- who was involved
- what occurred
- when and where it occurred
- the extent of any injuries sustained
- any other relevant information

You may be asked for detailed information including names, addresses and phone numbers for the child, parent or alleged perpetrator. Even if you are unable to provide all of the information, please contact the hotline to make a report if you suspect a child is a victim of abuse or neglect.

**What if I call the hotline and I have to wait?**

If you find yourself on hold, please do not hang up. Your call will be answered by the next available intake specialist. If all lines are busy, please call 1-833-800-5556.
The Child Abuse and Neglect Hotline Process

1. Hotline receives call of report of child abuse or neglect. (Law enforcement has priority access code.)

2. Intake specialist (IS) answers the call.

3. IS enters report into case management system, MaGIK.

4. If call is from law enforcement requesting immediate assistance, hotline contacts local office 24/7.

5. IS finalizes report, ensuring accuracy.

6. If report is from parent or professional source, IS provides report recommendation. If screen-out is recommended, community resources may be provided.

7. IS determines if report meets legal definition of abuse or neglect and assigns an appropriate response time.

8. Hotline supervisor reviews report.

9. Report sent to local office. Local office may change status of screened in or out.

10. Family case manager contacts family. Assessment completed within 45 days, substantiated based on preponderance of evidence.

11. If substantiated, DCS enters into plan with family or opens a child in need of services (CHINS) case.

by the #s

Number of calls
2009: 109,489
2018: 203,602
86% increase

Quality Assurance Reviews
Regular scores of 95% or higher

Response Time
Determined by statute: imminent danger – 2 hours; physical or sexual abuse – 24 hours; neglect – 5 days.

Staff
124 FCMs, 21 FCM supervisors, 3 upper managers, 8 clerical. High retention: only 3.2% negative turnover.

Child Abuse and Neglect Hotline – 800-800-5556