

Central School District #104

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Board Members:

Todd Wobbe, President, Kim Haverkamp, Vice President, Joann Miller, Michael Mohr, Chris Monroe, Jason Shaw, Steve Pyeatt, Jane Hamm, Board Secretary

Parent/Student Handbook, 2009 – 2010

Welcome!

Dear Parents/Guardians:

Welcome to District #104! We are glad your child/children will be attending either Central Elementary School or Joseph Arthur Middle School. It is our goal to help your child have a positive and productive educational experience. We hope this year will be enjoyable and a good learning experience for you.

We provide many programs and activities which help children to grow academically, socially, and emotionally toward becoming excellent students and citizens.

This handbook has been prepared to help communicate necessary information about Central School. We encourage you to use this handbook as a quick reference to the school policies, procedures, and activities. If the information that you are seeking is not in this handbook, please contact the school about the matter.

Again, all of us at Central School District #104, faculty, staff, school board members, and administrators extend to you and your child a warm welcome to Central School District.

Remember that your success in school and in later life depends largely on your efforts.

Steve Amizich
Superintendent

Patrick Anderson
Principal, Joseph Arthur Middle School

Dawn Elser
Principal, Central Elementary School

Cassy Shelton
District Special Education Coordinator

www.central104.org

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Administration/District Office:

Steve Amizich, Superintendent
Patrick Anderson, Joseph Arthur Middle School Principal
Dawn Elser, Central Elementary School Principal
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Eva Dittmar, First Grade Teacher
Annie Klitzing, First Grade Teacher
Kara Yung, First Grade Teacher
Erika Britton, Second Grade Teacher
Stefanie Finlay, Second Grade Teacher
Beverley Jones, Second Grade Teacher
Nancy Baim, Third Grade Teacher
Jen Isaacs, Third Grade Teacher
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Gina James, Eighth Grade Teacher
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Central School District #104

School Calendar 2009 – 2010

August 10-12, 2009.....	Teacher Institute Days
August 12, 2009.....	Open House
August 14, 2009.....	First Day of Class – Early Dismissal No lunch, no latchkey
August 17, 2009.....	First Full Day of Classes
September 3, 2009.....	Improvement Day – Early Dismissal
September 4, 2009.....	Teacher Institute – NO SCHOOL
September 7, 2009.....	Labor Day – NO SCHOOL
October 9, 2009.....	County Institute Day – NO SCHOOL
October 12, 2009.....	Columbus Day – NO SCHOOL
October 21, 2009.....	Evening – Parent/Teacher Conferences Full Day student attendance
October 22, 2009.....	Parent/Teacher Conferences Early Dismissal
October 23, 2009.....	NO SCHOOL
October 30, 2009.....	Improvement Day – Early Dismissal
November 11, 2009.....	Veterans Day – NO SCHOOL
November 25-27, 2009.....	Thanksgiving Break – NO SCHOOL
December 18, 2009.....	Improvement Day – Early Dismissal
December 21 – January 3, 2010.....	Winter Break – NO SCHOOL
January 4, 2010.....	School Resumes
January 15, 2010.....	Improvement Day – Early Dismissal
January 18, 2010.....	MLK Jr. Day – NO SCHOOL
February 15, 2010.....	President’s Day – NO SCHOOL
March 12, 2010.....	Teacher Institute – NO SCHOOL
March 26, 2010.....	Parent/Teacher Conferences Early Dismissal – No lunch, no latchkey
March 31 – April 5, 2010.....	Spring Break – NO SCHOOL
May 20, 2010.....	Improvement Day – Early Dismissal
May 31, 2010.....	Memorial Day – NO SCHOOL
June 7, 2010.....	Last Day of School <i>(May be earlier depending upon the number of emergency days used during the school year)</i>

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1.0 How Parents Can Help

Often parents ask, “What can we do to help?” Perhaps the following information will serve as a guide.

First, read this handbook thoroughly and carefully taking time to talk to your child about the policies and procedures of Central School District #104.

Second, ask your child questions about school. Ask specific questions rather than general ones. For example, questions such as “What are you studying in Science now?” will get a specific answer and will allow you to ask other questions. A general question such as “How did school go today?” will frequently be answered by a general answer such as, “O.K., I guess,” which does not provide you with much information. Every child wants to be recognized for a job well done. Admire the papers your child brings home and let him/her explain his work to you.

Third, become involved with school by communicating with your child’s teacher. We encourage parents to request conferences with teachers when they see a need or feel it is advisable. Please call or email your child’s teacher to arrange the conference day and time.

Fourth, become involved with our school district by taking advantage of the opportunities provided for meeting with us. Events such as Orientation Meetings, Fall Open House, and Parent Conference days are a few examples. Perhaps best of all, become a parent volunteer. We have had the good fortune of having dedicated parents offer their time and talents in assisting us in many ways. If you are interested, please contact our office at (618) 632-6336.

Fifth, monitor your child’s friends. Peer pressure is a very powerful influence on children. Stable, responsible, friends and playmates can go a long way in helping children do well in school.

Finally, it is important that you teach your child the importance of listening and obeying rules and directions. Provide your child with many learning experiences, such as trips to museums, zoos, cities, etc. And remember that it is very important that you see that your child gets enough rest and sleep.

2.0 School Vision Statement

Imagine

Inspire

Achieve

2.1 Strategic Plan (Beliefs and Goals)

The Central School District #104’s Belief Statements:

1. We believe in a healthy, safe and positive environment, both physically and mentally.
2. We believe all individuals and groups achieve their greatest potential when they are motivated and actively engaged.
3. We believe that by providing adequate resources all individuals and groups will be given the opportunity to achieve their greatest potential.
4. We believe all individuals should be treated fairly and with dignity in a nurturing environment.
5. We believe in setting high expectations and recognizing the achievement of all individuals and groups.
6. We believe effective education is a result of collaboration and communication among family, school and community.
7. We believe in the values of pride, ownership, a sense of belonging and self esteem.
8. We believe education is a right and responsibility.
9. We believe in providing an all encompassing curriculum.
10. We believe children should be taught to learn, to act responsibly and to think independently.

11. We believe that diversity should be valued and celebrated.

Central School District #104 Goals:

We will...

- Provide the resources and technology needed to achieve our mission
- Nurture and support a proactive communication system within our school community
- Provide an environment that is safe, healthy, and conducive to learning
- Provide an environment that embraces diversity
- Encourage parent involvement and community partnerships
- Provide a curriculum that remains consistent with our mission

3.0 General Procedures and Information

This handbook is only a summary of Board policies and may be changed during the year without notice. This handbook is not intended to create a contractual relationship with the student; rather it is intended to describe the school, its current practices, procedures, rules, and regulations (or code of conduct). Membership or participation in a school-sanctioned activity is a privilege and not a property right.

3.1 Office Hours

Central Elementary School office is open from 7:30 am to 3:30 pm Monday through Friday as per the school calendar. Joseph Arthur Middle School Office is open from 8:00 am to 4:00 pm Monday through Friday as per the school calendar.

3.2 Registration

All students are required to register each school year. Preregistration is held each year before the first day of the school year. If registration is completed at this time, class sizes can better be determined and confusion is diminished when school begins. If registering your child through the school year, one full school day is needed to allow the school to process the necessary information before the first day of your child's attendance.

3.3 Residency

All families entering Central School District MUST provide three proofs of residency. Any person registering a student must show three of the following proofs of residency, at least one from each category listed below.

Category A

- Home Ownership Title, Deed or Mortgage Statement
- Lease Agreement
- Current Real Estate Tax Bill

Category B

- Current Utility Bill
- Occupancy Permit
- Homeowner or Renter Insurance Bill

Category C

- Current Paycheck stub with address in the District

- Documentation of TANF or Approval Letter from Nutrition Program and Support Services
- Driver's License with address in the District

Students MUST reside within the boundaries of Central School District #104. Guardianship for the sole purpose of education will not be accepted. Any person who knowingly or willfully presents to any school district false information regarding residency of a pupil for the purpose of enabling that pupil to attend any school in that district without the payment of a non-resident tuition charge shall be guilty of a Class C misdemeanor, punishable by up to 30 days incarceration and/or a fine up to \$1500.

730 ILCS5/5-9-1

3.4 Student Physicals/Dental Exams/Eye exams

Kindergarten, sixth grade, and new students from out-of-state must obtain a physical and proof of immunizations. These requirements must be submitted on or before the first day of the school term or within thirty days of enrollment.

Forms for recording student physical information are available at preregistration.

Any allergy, physical handicap, or health problem should be brought to the school's attention at the time of registration.

Sixth, seventh, and eighth grade students participating in any of the school's sports programs **must** have a sports physical **prior** to their trying out or practicing for the sport.

Dental Exams: HB 752 – Public Act 93-946 Dental Exams requires dental exams for students in grades kindergarten, second, and sixth grade.

Students will not be subject to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body. This does not include a hearing, vision, or scoliosis screening.

Eye Exams: SB0641 – Public Act 095-0671. Eye examination required for students in Kindergarten and new students from out of state. The eye exam must be conducted by a licensed optometrist or a physician licensed to practice medicine in all of its branches.

3.5 Student Insurance

Student accident insurance is offered to all students at a reasonable fee. The necessary information and enrollment forms are available at registration. Participation by parents and students is voluntary; however, all students participating in competitive sports are encouraged to carry insurance. School insurance covers students in athletics in the sixth, seventh, and eighth grades.

Any accident should be reported to the office where the necessary claim forms will be completed. Any dispute over claims is a matter between the parent and the insurance company.

3.6 Bus Service

Students are required to have a bus pass before they may ride the bus. The cost of a bus pass is \$5. Rules and regulations for riding the bus are given to every student when the bus pass is purchased. It is expected that both parents and students will read and abide by these regulations. If for any reason you did not receive a copy, contact the office. Continued violation of these rules and regulations will result in a student being suspended from riding the bus. (See School Bus Conduct section)

Students will be assigned a bus stop to get on a bus in the AM and a drop off point in the PM. Students should not get on or off the bus at any other stop. Multiple stops will not be assigned.

3.7 Fees

Every attempt is made to keep the costs of school fees down for each child; however, some fees are necessary. Each teacher has prepared a list of supplies that he/she requests children have at their desks. These lists are available at registration, online, and in the office. A \$15 service fee will be charged to all returned checks.

3.8 School Day

Grades kindergarten through fifth grade, at Central Elementary School, will begin at 7:50 am with dismissal at 2:40 pm. Grades 6, 7, and 8, at Joseph Arthur Middle School, will begin at 8:30 am with dismissal at 3:20 pm. A child is tardy if he/she arrives after the 7:50 or 8:30 am bell, and he/she must sign in at the office. Frequent tardiness is viewed as a disciplinary matter (see discipline section). Frequent tardiness will be turned over to the Truant Officer. Children should not arrive at school more than 30 minutes before the start of the school day (the school breakfast program will begin 30 minutes before the morning bell). All students must report to the gym, cafeteria, or outside immediately upon arrival.

According to a 1998 state ruling, students that attend less than 300 minutes of instructional time must be counted as half day absent. Students that are present less than 150 minutes of instructional time are counted as absent for a full day. Lunch and passing periods do not count as instructional time.

3.9 Drop off/Pick Up Procedure at Central Elementary School

To ensure the safety of Central School students, we have established a drop off, pick-up policy. Parents are not permitted in the building in the mornings to walk their child to the classroom or at the end of the day to pick up their child. The students are to be dropped off at the last set of doors in the front of the school by the gym. The children are then asked to go to their lockers to put up their backpacks. The students will go to the cafeteria to eat breakfast. All other K-2 students go to the cafeteria and 3-5 students go to the gym. If the student is dropped off after the bell for the start of the school day, please drop him/her off at the office door. At the end of the day, there is a parent pick up area located in the lobby by the gym. Please wait there until the teachers bring the children to the gym for dismissal.

3.10 Changes in Dismissal Routine

If there is any change in your child's transportation or after school care, written permission or a phone call from a parent/guardian must be received **30** minutes before the end of the school day or we cannot guarantee that the change can be made. We will not accept verbal notice from a student. If you do not call or send written notice, we will continue with the daily transportation schedule the parent initially provided.

3.11 Attendance

The relationship of regular attendance to the progress of pupils has been established by a number of studies as being both positive and significant. Therefore, punctual and regular attendance at school is very important. Permitting a child to be absent or tardy without good cause frequently results in poor grades and the development of poor work habits.

Attendance will be reported on the student's report card. Tardies to school will also be reported on the report card.

When a student is absent a parent or guardian must notify personnel in the Central Office by calling 632-6336 by 9:30 am. If no one is available, leave a voice mail message stating the reason for the absence. If Central School is not notified of the student's absence he/she will be recorded as unexcused. A written note stating the reason for the absence should be sent to school upon the student's return. After a student is absent from school for three days a note from a physician is needed. No class work or tests can be made up without an excused absence.

If your child has had a communicable disease such as chicken pox, measles, impetigo, scabies, etc. call the school nurse's office (632-6336) and find out when the child may safely return to school.

See also truancy section 6.9.3.

3.12 Emergencies and Bad Weather

When snow and ice, or other emergencies may require school to be closed, watch TV channels 2, 4, and 5 for school cancellation. Phone numbers that are up-to-date will receive a phone call informing them of school closings. You may also call 632-6336 for a recorded message, or check the Central 104 website at www.central104.org.

3.13 Medications and Guidelines

Teachers are not required to administer medication to students. Parents/guardians are responsible for administering medication to their children.

In accordance with the Illinois School Health Code, the administration of medication to students during regular school hours and during school-related activities is restricted to those medications necessary for the critical health and well-being of the student. The term *medication* is not limited to prescription medications and applies to over-the-counter medications as well.

If a child must receive medications at school, then it is the parent/guardian's responsibility to complete the following steps before any medication will be dispensed.

1. A written order for either prescription or non-prescription medication must be obtained by the parent from the doctor or dentist and delivered to the school.
2. The parent/guardian must complete a request form for the administration of medication for their child.
3. Medication must be brought to school in a container that has been labeled by a pharmacist. Non-prescription medication must be brought in the manufacturer's original container with the ingredients listed and the child's name affixed to the container.

No medicines should be kept by students in their lockers, desks, or kept on themselves.

All medications are to be brought to the nurse's office along with the appropriate signatures and forms.

Students that require the use of medications on an as needed basis, such as inhalers, should report to the school nurse the need for such medication.

3.14 Health Issues

If your child has a fever of 100°F or greater, and/or symptoms of vomiting and diarrhea, they will be required to go home from school.

Since these symptoms are usually contagious, your child cannot return to school until they are symptom free for at least 24 hours without medication. For example, their body temperature should be normal (96 °F – 99.0 °F) for at least 24 hours. If they required medicine to keep their temperature within normal range, then this is not symptom free. It would be the same for vomiting or diarrhea; no vomiting or diarrhea in the past 24 hours.

3.15 Head Lice

If a child is checked and head lice are present, the child will be sent home immediately to receive treatment. They cannot return to school for at least 24 hours. If nits (lice eggs) are found without active bugs, the child will also be sent home. In order to return to school the next day, a parent must accompany the student to the nurse's office.

3.16 Pinkeye

If a child has symptoms of pinkeye (itchy, red eyes often with drainage) they must go home immediately and be treated with medication. They must receive medication for a minimum of 24 hours.

3.17 Ringworm

If ringworm is identified, the parent will be contacted. Ringworm is itchy and contagious. It is treated with over the counter anti-fungal cream. Ringworm must be covered with a bandage while in school to help decrease the chances of spreading.

3.18 Health Emergencies

In the event of an emergency, when immediate action is required and when a parent/guardian cannot be contacted, the nurse, principal, or designee will make treatment and transportation decisions in the best interest of the child.

3.19 Change of Address and Telephone Number

In case of accident, injury, or illness of your child, you will be contacted by phone. Your home phone and a number where you can be reached during the day, as well as a name and number of your family physician, should be recorded on each student registration form.

Should there be any change of address or phone number during the school year, please call the office and give us the information. There are times when we need to get in contact with students and parents. At such times, this information is essential.

3.20 Transfer from School

Central School has many students each year who transfer in or out after the school year begins. If it becomes necessary for a student to transfer from school, notify the office as soon as possible. Prior to the student's last day of attendance, the parent should contact the Central Office to assure that the proper records can be maintained.

Each school is required by law to keep the permanent record card for sixty years. Temporary records must be maintained for five years. Central will purge all temporary records when a child graduates, or transfers to another school. If parents wish to witness or participate in the purge, contact the office. The temporary records for the class 2009-10 will be destroyed in 2015.

3.21 Visitors

Parents and guardians are always welcome at school. Visits must be planned a day in advance and coordinated with the teacher. Approval must also be obtained from the principal. Call the Central Office, 632-6336, and we will be glad to assist you. Upon arrival at Central School, all visitors must sign in at the office and obtain a visitor's pass. A visitor may be denied if the nature of the visit is determined to be a disruption to a classroom or the school environment.

3.22 Student Lockers and Desks

Each student is assigned a hall locker in which to keep personal or other supplies directly related to school business. Fourth and Fifth grade lockers, as well as student lockers at Joseph Arthur Middle School, will be combination lockers. Since lockers and desks are school property, they must be used only for storing materials acceptable to the school administration. Lockers will be inspected from time to time to ensure compliance with this rule.

Lockers are owned by the school and may be opened by school authorities at their discretion. The school is not responsible for theft from lockers and has no insurance to cover losses and will assume no liability for any item lost or stolen. We ask parents to urge their child to:

- Keep the locker clean and neat, inside and out,
- Not share their locker with another student,
- Not share their combination,
- Not keep items of significant value in their lockers,
- Shut their lockers properly and double check and lock to be sure they are secure, and
- Not tamper with another student's lock or locker.

School Board Policy 7:140 states, to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" include: administration, teachers, school resource officers, and school liaison police officers.

3.23 Coats and Backpacks

For health, safety, and security reasons all student book bags and coats must be stored in a student locker. Since many large book bags, suitcase style book bags, and book bags with hard plastic bottoms with wheels will not fit in student lockers, parents should be careful in purchasing book bags for their child. The locker openings are only six inches wide, book bags that do not collapse to six inches will not fit.

3.24 Lost and Found

The hallway accumulates lost items such as coats, hats, gloves, school supplies, etc. over a period of time. If your child is missing something, ask them to check in the hallway to see if it has been turned in. If they should find an article that has been lost, inform them to take it to the lost and found so it may be claimed. Student's clothing and other possessions should be marked with their name, initial, etc. Items not claimed will be donated to charity.

3.25 Field Trips

Field trips are considered an extension of classroom activity and the course of study. Conduct and behavior on a field trip will be considered in the same manner as at school. Field trips are encouraged when the experience is an integral part of the curriculum and when it contributes to the desired educational goals of the school district. Guidelines for field trips are:

1. Parents/Grandparents who wish to chaperone must fill out a volunteer form in order to attend a field trip; this volunteer forms/background check must be completed before the day of the field trip.
2. All field trips must be approved by the building principal and only approved school district students shall participate in the field trip.
3. Written parental permission must be obtained. A form is available online for you to complete shall you need a copy.
4. All field trips shall be adequately supervised by staff members and other adults selected to chaperone. An adult that has been selected to chaperone a field trip must be able to give their undivided attention to supervising students. Younger siblings are not permitted.
5. Whenever entrance fees, food, lodging, or other costs are involved, these costs shall be assumed by the student unless otherwise stipulated by the school district. On all field trips a bus fee to be set by the school district may be charged to help defray the cost of transportation.
6. Only approved students shall ride school provided transportation and shall not be allowed to be transported via private vehicle unless extenuating circumstances exist and approval has been obtained from the building principal.
7. The teacher shall arrange for the supervision and appropriate alternative learning experiences for non-participating students.
8. Student ID badges must be worn on field trips. A student will not be allowed to participate if they cannot produce their ID badge on the day of the field trip.

3.26 Bicycles

Students wishing to ride bicycles to school are expected to follow all traffic and safety laws, including walking their bicycle when a large number of students are assembled. Bicycles should be kept in the bike racks until school is dismissed and should be securely locked. Students should respect other student's bicycles by staying away from the bicycle racks at all times.

3.27 Valuables at School

Central School District #104 is not responsible or liable for lost or stolen articles at school. Students should not bring items of value to school such as radios, electronic games, video recorders, cameras, cell phones, CD players, mp3 players, iPods, trading cards, etc. Because such items are a great temptation for theft and a distraction, school personnel may take items to the office for safe keeping. Parents/guardians will be responsible for claiming items that have been taken to the office. Students that repeatedly bring items to school are considered to be insubordinate. (See discipline) Students should not bring a large amount of money to school at any time.

3.28 Pets

Pets which are not harmful will be permitted only with prior approval of the homeroom teacher, the school nurse, and the building principal.

3.29 Audio and Video Surveillance

In order to maintain a peaceful school and ensure the safety of our students and staff, closed circuit cameras are in use, both inside and outside our building. Our cameras enable us to monitor a large portion of our campus. Students are subject to video and audio taping at any time while on school premises and while on school buses. Anyone on school property is subject to video and audio taping.

3.30 Media Publication

Students will be photographed for various reasons in educational settings at Central School District #104. Newspapers may run feature articles on students' activities. Students could be featured on our home web page engaging in school activities and sport competitions. Students will be pictured in our annual yearbook and monthly newsletter.

3.31 Integrated Pest Management

Integrated Pest Management (IPM) is the practice of determining and implementing the most appropriate and least hazardous techniques for controlling pests. It controls pests by emphasizing prevention and by employing physical, cultural, biological, and only as a last resort, least hazardous chemical controls.

IPM is the best approach to pest control. Every effort is made to help protect the health and safety of students and staff. Although we have no intention of spraying or fogging with pesticides, in the unlikely event that it is found necessary, we are creating a voluntary registration. By putting your name on this list, you are asking to be notified two days before an airborne pesticide application. In the event of an extreme emergency where pesticides must be used immediately, we will notify you as soon as possible. Contact the Central School office if you want to be added to the registry.

3.32 Surveys

Occasionally, Central School District #104 surveys its students. All surveys requesting personal information from students, as well as any other instruments used to collect personal information from students, must advance or relate to the District's educational objectives or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey. The identity of any student participating in a survey shall be kept confidential.

Parents/Guardians may inspect a third party survey or evaluation upon request and within a reasonable time of their request. This applies to every survey:

1. Created by a person or entity other than a District official, staff member, or student,
2. Regardless of whether the student answering the questions can be identified, and
3. Regardless of the subject matter of the questions.

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian,
2. Mental or psychological problems of the student or the student's family,
3. Behavior or attitudes about sex,
4. Illegal, antisocial, self-incriminating, or demeaning behavior, and
5. Critical appraisals of other individuals with whom students have close family relationships.

Parents that do not want their child to participate in any third party surveys can notify the school office at any time during the school year to have their child excluded from such surveys.

Anyone interested in the results of a survey should contact the school principal and request the information collected from the survey.

3.33 Inspecting Instructional Material

A student's parent/guardian may inspect, upon request, any instructional material used as part of their child's educational curriculum within a reasonable time of request. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats. This does not include academic tests or academic assessments.

4.0 Academic Information

4.1 Promotion Policy Guidelines

The passage of House Bill 452 marks a significant transition in the state requirements for public schools. It moves us beyond mandatory attendance to include mandatory achievement. This is a profound change.

Central School District #104 Policy requires teachers to review student performance and inform the parents of students who are at-risk of not being promoted to the next grade based on the Promotion Policy Guidelines. It should be noted that the No-Social-Promotion Policy requirements of House Bill 452 does not refer to GRADES. Grades are often inflated by effort and parental involvement. They are not necessarily a true indication of a student's skill level or knowledge. Rather the state is insisting on student demonstration of skills and knowledge. The philosophy behind this policy is outlined below.

1. In the spring of the year teachers will assess each student's grade level in reading, writing, and math. They will use a district standardized test (currently the Illinois Learning Standards Battery, ILSB), the STAR Test, Illinois Standards Achievement Test, and teacher tests and observations. However, the teacher's judgment and analysis of these instruments should be the determining factor.
2. The students and parents of students who are more than six months behind in reading, writing, or math in first through fifth grade will be notified in the Fall (preferably at the parent teacher conference) that they are at-risk of not being promoted to the next grade.
3. The students and parents of students who are more than one year behind in reading, writing, or math of students in grades six through eight will be notified in the Fall (preferably at the parent teacher conference) that they are at-risk of not being promoted to the next grade.
4. Notification of At-Risk Status will include an invitation to meet with the teacher to devise a special plan to allow the student to make sufficient progress by May so that the student may be promoted. (Teachers will document this at the parent teacher conference. Formal letters will be sent to the parents of at-risk students who do not schedule parent teacher conferences).
5. Students who do not make sufficient progress by May are not promoted, however retention is not automatic. Parents and teachers may select other options that if successfully completed will allow the student to be promoted before the start of the next school year. Note that successfully completed means that the students will have made tangible progress and have met the requirements set down in that option.
6. A menu of possible options to discuss for students not meeting the minimum standards:
 - a. Summer school,
 - b. Private tutoring, i.e. Sylvan Learning Center,
 - c. Parental tutoring,
 - d. Other ideas which may be teacher or parent generated, (in options a, b, c, and d the student must demonstrate effort and progress,
 - e. Transition class
 - f. Retention at grade level
 - g. Testing through special education, (this is an option after intervention by the Student Assistance Program Team)

See board policy 6:280.

4.2 Class Placement Procedure

The Administration composes balanced class lists. When the Administration is making the class list, gender balance, heterogeneous mix of student abilities, and teacher recommendations are all considered. Parents/guardians are not permitted to request a certain teacher for their child.

4.3 Physical Education

All students are required by state law to take physical education. Those students, due to illness or injury, who cannot participate, are to secure a statement from a doctor. All activities in our physical education program are appropriate for elementary school age students. The gym is used during inclement weather for physical education classes and recess. Tennis shoes must be worn for these activities.

4.4 Report Cards, Parent-Teacher Conferences and Progress Reports

Four times a year, at the end of each nine weeks of school, each student receives a report card indicating the grades they have received for their school subjects. Please sign the envelope and return it to school. The dates report cards and progress reports are issued are listed in the school calendar and announced in newsletters. About the mid-point of each quarter, progress reports will be sent home. Parent-teacher conferences are scheduled at the end of the first term, late October, for all parents. In late March parents will be contacted for a conference if their child is considered to be at-risk or being considered for summer school or retention. Parents are encouraged to schedule conferences with the teacher whenever necessary.

Kindergarten through fifth grade report cards will include the courses Art, Music, Study Skills and Physical Education and will use the following grading scale:

Grade	Explanation
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

4.4.1 Kindergarten Grading System

The kindergarten report card consists of a list of skills necessary for a child to accomplish prior to entering first grade. Parents are apprised of their child's progress toward achieving these skills. Kindergarten report card consists of a list of skills for the following areas: Reading, Writing, Handwriting, Math, Social Growth, Work Habits, Study Skills, Music, Physical Education, and Art. The report card informs parents of their child's progress in each area.

Grade	Explanation
Sec	Secured
Dev	Developing
Beg	Beginning

4.4.2 Kindergarten through First Grade Grading System

The first grade report card consists of grades in the following areas: Reading, Math, Language Arts, Spelling, Writing, Music, Study Skills, Art, and Physical Education.

Grade	Explanation
1	Above Average
2	Average
3	Below Average

4.4.3 Second Grade through Eighth Grade Grading System

Each student will receive a letter grade of A, B, C, D, or F, to indicate the level of achievement for the core subjects or electives. The meanings of these grades follow:

1. An “A” student achieves all that is reasonable to expect in this grade level, subject, and group. This mark indicates outstanding initiative which results in excellent work. The “A” student has mastered the necessary skills and can apply these skills independently.
2. A “B” student achieves most of what is reasonable to expect in this grade level, subject, and group. A “B” indicates very good work. The student has acquired most of the skills being taught and can use these skills independently with minimal assistance.
3. A “C” student achieves an acceptable amount of what is reasonable to expect in this grade level, subject, and group. The student has acquired some of the skills being taught but requires assistance in doing some of the assignments.
4. A “D” student achieves very little of what is reasonable to expect in this grade level, subject, and group. A “D” indicates that the student is achieving or performing marginally in regards to grade level expectations.
5. An “F” student achieves almost none of what is reasonable to expect in this grade level subject, and group. An “F” indicates that the student is not achieving or performing at acceptable grade level.

Each student will receive a grade of “S” for satisfactory, or a “U” for unsatisfactory, and “N” for needs improvement in areas of social emotional skills.

Core subjects for 2nd-5th grade are: Reading, Language Arts, Math, Science, Social Studies, Music, PE, Art, and Study Skills.

Core subjects for 6th – 8th grade are: English, Literature, Math, Science, Social Studies, Art, Computers, PE, Band, and Choir.

Performance and effort are reported in letters which have the following meanings:

Letter Grade	Percentage
A	92-100
B	84-91
C	76-83
D	68-75
F	67 and below

Grade	Explanation
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory
I	Improving
INC	Incomplete
F	Failure

4.5 Homework

At Central Elementary School and Joseph Arthur Middle School, we urge parents to discuss school and school work with their children on a daily or weekly basis. When done in a sharing atmosphere it greatly encourages children to know that their parents are interested in their daily endeavors at school. We will attempt to control homework and see that it does not become an unnecessary burden. In some areas however, there will be a need for students to do some work out of the class. Sample tasks might be:

- Finishing daily assignments
- Reading books for reports
- Preparing projects and reports
- Reviewing for tests
- Writing or copying themes
- Bringing items home to share
- Doing make-up work as a result of an excused absence
- Practicing or drilling on numbers and words

4.5.1 Zero Policy for Central Elementary

4.5.2 All grades (K-5)

Homework Folder:

- Left side of the folder will be for papers to be kept at home
- Right side of the folder will be for papers that need to be returned to school
- Child takes folder home every night and returns it the next day

Absences:

- Each grade will allow two days of make-up time for each day absent
- Grades K-2 will make up to two copies for students if work is not completed
- Grades 3-5 will make only one extra copy for students if work is not completed

Students with an IEP have their own accommodations

Kindergarten: Homework is not graded, rewarded when returned (sticker, small treat, tiger ticket). The students are not rewarded when work is not returned.

First Grade: Each week the first graders study a reading unit. They have a week to get the work turned in for that unit.

Second Grade: Ten percent will be taken off the final grade for each day the work is late for up to five days, and then it will be marked as a 0%.

Third Grade: Ten percent will be taken off the final grade for each day the work is late for up to five days, and then it will be marked as a 0%.

Fourth Grade: Fifteen percent will be taken off the final grade for each day the work is late for up to three days, and then it will be marked as a 0%.

Fifth Grade: Fifteen percent will be taken off the final grade for each day the work is late for up to two days, and then it will be marked as a 0%.

4.5.3

4.6 Honor Roll/B.U.G.S.

4.6.1 The Honor Roll is based on grades in subjects where letter grades are used (i.e. A, B, C, D, and F). The Honor Roll has four levels

- Highest, straight A's,
- High, more A's than B's,
- Honors, equal amount of A's and B's or more B's than A's
- Honorable Mention, one C, an A to pull up the C grade, and all other grades B or higher

The Kiwanis Club awards student in grades 2 – 8 who Bring Up their Grades in one or more subjects while having no C's a certificate.

5.0 Services, Programs, and Organizations

5.1 Pre K Program

Central School District #104 offers two programs for children who are at-risk and are between the ages of three and five. To determine eligibility, screenings are held in the spring and also late summer of each school year. Both the prekindergarten and early childhood classrooms are half day programs. Criterion has been set by the district in order to qualify for the prekindergarten program. The school district does provide transportation for both programs.

5.2 Cafeteria, Breakfast and Lunch

The cafeteria provides nutritious and well balanced meals for Central students and staff. We consider good nutrition and a well balanced diet a vital part of the health program of the school. Students may bring their lunch from home and supplement it with milk or fruit juice. Bringing soda to school is discouraged and if brought to school should not be brought in bottles.

The breakfast and lunch program at Central School District #104 is for students and staff.

Central School District #104 is a **CLOSED CAMPUS**; students are to remain in the building or on the school's grounds continuously from the time of reporting to the time of departure for the day unless special permission is established. Parents may sign their child/children out for lunch by reporting to the office. Upon returning to school, parents will need to sign their child/children back into school.

5.3 Special Services

Central School District #104 provides special services for students with identified "special needs". We offer Title I Reading, a program designed to help children bring their reading achievement up to grade level. We also offer Response to Intervention (RtI), a program that provides early intervening services to at-risk students and students with disabilities through research based curriculum. The primary goal of RtI is to improve reading and math skills.

Title V, Title I, Title IV, Title II and the Technology-Enhancing Education – Formula are funded in whole or part with Federal Dollars.

Special instruction/classes are provided for students identified through a formalized process as in need of special services. These classes are designed to meet the individual needs of students to enable them to achieve according to their special abilities. Central School District #104 offers: speech therapy, physical therapy, Special Education including instruction for students with specific learning disabilities, educable mentally handicapped, emotionally handicapped, and behavior disorders. Central School District #104 is associated with Belleville Area Special Services Cooperative and coordinates educational services for students identified with special needs. Parents who believe their child needs special services should contact the school office at 632-6336.

5.4 Nurse

A full-time certified Registered Nurse serves our school. In addition to administering first aid, the nurse also maintains health records, and administers visual and auditory screening tests.

5.5 Student Assistance Program, SAP

Some students are "at-risk" of not achieving to their fullest potential because of dysfunctional and/or destructive behavior patterns. The Student Assistance Program seeks to identify these "at-risk" students and intervene on their behalf with a program of strategies for the student, teacher, and/or family.

5.6 Social Work/Counseling

The school social worker or school counselor provides support to students who are experiencing problems which interfere with their academic, social or behavioral adjustment. The social worker also provides consultative services to parents and teachers to help facilitate a better understanding of the developmental and environmental changes that a student experiences.

5.7 Mentor Program

Central School District #104 conducts a mentor program for kindergarten through the eighth grade students. Student referrals to the mentor program are made by the social worker or the Student Assistance Program Team. Mentors meet once a week for one hour with their mentee at school. Student benefits include increased motivation and self-esteem. Mentors come from various occupations. Some Central mentors have been pilots, ministers, police officers, teachers, business women, business men, nurses, and office personnel.

5.8 School Resource Officer, SRO

The City of O'Fallon, as a part of its "community policing" efforts, supports public schools by providing a School Resource Officer. As part of the program, an officer is assigned to Central School District #104 on a part-time basis and works with the administration, faculty, students, and parents of our district to help maintain a strong academic environment and assist toward the maintenance of an atmosphere of safety which is conducive to teaching and learning.

While on school property, the SRO is considered a member of the Central School District #104 staff. As a staff member, the SRO may assist the principal by interviewing students and conducting investigations into regular school matters without contacting parents or guardians. When matters become criminal in nature, the SRO will inform the principal who will immediately attempt to contact the parent or guardian of the student.

Other duties include but are not limited to:

- Presentations designed to promote student understanding of the law,
- Presentation on public safety issues,
- Attending school functions, such as athletic events, concerts, and assemblies, etc.

The SRO may provide the school population, including family members, with a confidential source of counseling regarding various social problems, especially those relating to the criminal justice system. The SRO may also provide administrators, staff, students, and their families with information concerning various community support agencies. The SRO can be reached by calling the Central School Office, 632-6336.

5.9 Building Use for Outside Organizations

Girl Scouts, Brownies, Tiger Cubs, Cub Scouts, Boy Scouts, Boosters, etc. are permitted to use the school activities by making the proper arrangements through the office.

5.10 Latchkey Program

Latchkey program information (hours, students eligible, etc.) is available in the Central School District main office. Morning Latchkey hours are 6:00am – 7:20am and afternoon hours are 2:40pm – 6:00pm.

5.11 Library

Circulation Policy

- Books are due in two weeks.
- Magazines are due in one week. However, the current issue stays in the library and cannot be checked out.
- Students may check out up to three items at any given time
- Audio CDs, VHS, and DVDs are due in two weeks. These items can be checked out only by teachers and staff.
- Reference books stay in the library and cannot be checked out.
- If a book is lost or damaged to the point it must be replaced, then a replacement fee will be charged. The librarian will issue an invoice for the amount, and the charge can be paid at the school office.

Selection Policy

Materials for the libraries are selected based on curricular needs, availability of reading practice program tests, and student interests, all the while striving for variety and quality in selection.

The library adheres to the American Library Association's Library Bill of Rights and Code of Ethics.

If you have questions or concerns about an item in the library collection, please contact the Library Media Specialist.

Donation Policy

The library welcomes donations in several forms.

During book fairs, the library will have a wish list of books. Individuals may purchase any of these for the library as donation.

Used books, audio CDs, DVDs, and VHS may be donated at either Central or Joseph Arthur. If the items are in good shape and fit with the selection policy, we will use them in the library. To maintain the privacy of donors, we do not indicate the donation source on the item. Other items may be put out for a book sale. Any book sale earnings will be used to buy materials for the library. The library does not provide a receipt for the used item donations.

6.0 Code of Conduct for Central School District #104 Students

6.1 General Rules

General rules for all students:

- Students will respect the authority of all teachers and staff members,
- Students will respect school property,
- Students will stay within school boundaries. Once you are on school grounds, you may not leave without permission. Since there is no supervision available before 7:20 am at Central or 8:00 at Joseph Arthur, students are not to arrive at school before that time,
- Throwing snowball, rocks, etc. is not permitted at school,
- Skateboards, roller skates, roller blades, and sleds are not permitted on school grounds,
- No playing with baseballs, racquetballs, super balls, etc. on school grounds,
- Keep bikes in bike racks,
- Do not play around cars,
- No throwing food or trash in the lunchroom,
- Keep lunchroom and tables clean,
- No food is to be taken out of the lunchroom or on playground,
- Gum and/or candy is not permitted at school unless permitted by a supervising adult,
- No horseplay in restrooms,
- Students may use the office phone for emergencies only during school hours,
- All paging devices (beepers), cellular telephones, radios, tape recorders, CD players, headsets, laser pointers, cameras, mp3 players, iPods, or handheld electronic games are not permitted in class – they must be kept in their locker.
- No weapons of any kind, including look-alike weapons shall be brought to school,
- No fighting, physical abuse, or verbal abuse/harassment of others, including racial or ethnic slurs,
- No profanity, either verbal, written, or gestures,
- No student on student sexual harassment will be tolerated,
- Do not disrupt the class,
- No hats are to be worn in the school building except when given permission,
- Follow classroom rules. All teachers will have a set of classroom rules for their individual classes. A copy will be sent home with the student when school starts.

6.1.1 Telephones/Cell Phones/Pagers

The telephones in the office and classrooms are to be used by students only in the event of an emergency. **Telephones are to be used only with the prior permission given by school personnel.**

Students with cell phones must keep them in their lockers during the school day. Cell phones are to be turned off during the school day. Students are prohibited from using cell phones during the school day. This includes text messaging, checking voice mail, email, games, etc. If a student violates the rule the cell phone will be taken away. The cell phone will be given to the principal and a parent must pick it up from the office. Students will be disciplined for cell phone use during the school day. (*See Discipline*) If a parent needs to contact their child they should call the school office.

6.2 Access to Electronic Networks

The use of Central School District's electronic networks shall be consistent with the curriculum adopted by Central School District and comply with the selection criteria for instructional materials and library media center materials. Teachers may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum. **The Central School District's electronic network is part of the curriculum and is not a public forum for general use.**

6.3 Acceptable Use Policy

All users of the District's electronic networks must agree to and sign the Authorization for Electronic Network Access form before he/she will be allowed to use the networks. All use of the District's electronic network must be in support of education and/or research, and be in furtherance of the School Board's stated goal. Use is a privilege, not a right. General rules for behavior and communications apply when using the electronic networks. The District's Authorization for Electronic Network Access contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials. See Board Policy 6:235.

An additional acceptable use policy will need to be signed by parents/guardians and students that will cover the mac one to one program.

The following will not be tolerated by students:

- Accessing chat rooms, chatting,
- Instant Messaging,
- Blogging,
- Cyber-bullying,
- Harassing, insulting, or attacking others,
- Downloading audio and/or video,
- Sending or displaying offensive messages or pictures,
- Using obscene language,
- Violating copyright laws,
- Damaging computers, computer systems, or computer networks,
- Using another's password,
- Trespassing in another's folders, work, or files,
- Performing computer functions and Internet searches not authorized by Central School District Staff,
- Intentionally wasting limited resources,
- Employing the network for commercial purposes,
- E-Mailing,
- Social Networking internet sites.

Violations may result in a loss of access, as well as disciplinary or legal action.

6.4 PBIS

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn. The mission of PBIS is for students to ROAR (Respect themselves, others and property to achieve responsibly).

PBIS Addresses:

- High rates of problem behavior that interfere with learning
- Ineffective and inefficient disciplinary practices
- Lack of supports for staff to address problem behavior
- Lack of general and specialized behavior interventions
- Negative school climates
- Reliance on crisis/reactive management

Core Elements of PBIS

- School-wide discipline practices and procedures
- Active leadership and ongoing participation of Administration
- Cultivation of staff commitment for consistent implementation
- Team-based planning and problem-solving
- Use of building-based discipline and academic data to make decisions
- An instructional approach to behavior and classroom management
- Classroom management and behaviorally-based interventions
- Functional assessment-based behavior support planning
- Comprehensive plans for individual students with intensive needs
- Active participation of families, students and teachers
- Integration with mental health and other community supports

Goals of PBIS

1. Build the capacity of target schools to (a) establish positive social cultures, (b) implement effective school-wide and classroom behavior support, (c) deliver function-based, comprehensive, intensive individual behavior support, and (d) integrate educational, behavioral and mental health services.
2. Establish the organizational systems needed for maintenance of school-wide behavior support.
3. Develop capacity of state, regional and local school staff to effectively train and support schools in PBIS implementation.
4. Provide evaluation data to determine effectiveness of PBIS and specific structures and features needed for successful implementation and sustainability throughout the state.

Expected Outcomes for PBIS Schools

1. Increase consistent use of positive teaching and reinforcement strategies for behavior among teachers and other school staff.
2. Reduce discipline referrals, suspensions, and expulsions while increasing academic performance.
3. Increase data based decision making about behaviors and academic skills to be consistently taught and reinforced across all school settings.
4. Implement effective behavior and/or academic change plans for students with specific needs not being addressed by school-wide systems (5-15%) through problem-solving teams.
5. Implement effective comprehensive supports/services/interventions for students with the most intensive needs (1-7%) through tertiary intervention plans that address home, school, and community.
6. Identify students in need of primary, secondary, and tertiary mental health services and facilitate access to a range of flexibly designed and effectively provided mental health services.
7. Increase family and student voice and participation in implementing positive behavior, academic, and mental health systems and practices at primary, secondary, and tertiary levels.

Expectations of Schools

1. PBIS will be one of the top three school improvement goals for 2-3 years and will therefore receive major attention and focus at the building level.
2. The building-based administrators will provide active leadership and support for overall PBIS implementation and for the building-based PBIS Leadership Team.
3. The majority (80-90%) of the school staff will commit to participate in implementation of PBIS.
4. The PBIS Leadership Team will meet to plan and guide the school-wide PBIS process.
5. The PBIS Leadership Team will analyze and review school-wide data and actively use the data to guide implementation.
6. Designated school staff will participate in ongoing training and technical assistance activities to ensure their ability to effectively implement interventions at level of need for all students, including those with intensive needs.
7. A Problem-solving Team will meet to review and develop function-based support plans for individual or small groups of students identified as at-risk.

8. Specialized school staff will be identified and trained to provide leadership in developing individualized intervention teams for students with intensive needs and partner with local mental health staff and other community representatives.

Staff will be trained as local and regional PBIS Coaches with the role of providing leadership and guidance to PBIS implementation at the building level.

6.5 Student Dress

Central believes that appearance is a major factor in developing a proper attitude toward learning. In general, it is expected that each student demonstrate good personal hygiene by coming to school physically clean and appropriately dressed for weather. Students are not permitted to wear pajama pants or slippers without approval from the teacher or administration. **THE ADMINISTRATION WILL NOT CONDONE CLOTHING IN POOR TASTE. THIS INCLUDES ALCOHOL, DRUG, AND TOBACCO LOGOS, ADVERTISEMENTS, INDECENT PICTURES, SEXUALLY SUGGESTIVE SLOGANS, INAPPROPRIATE SAYINGS, ANYTHING PROMOTING GANG ACTIVITY OR PROMOTION, OR SEE THROUGH ITEMS.**

Students must cover their undergarments at all times. Students must wear clothing which allows the top and bottom items to meet and cover the midriff area at all times. Students must cover the chest area. No spaghetti straps, halter tops, or tube tops will be permitted. Open shirts or plunging necklines will not be permitted. Footwear shall be worn at all times. Loose fitting clothing that requires repeated “pulling up” is not allowed. The administration reserves the right to determine whether a student’s dress is appropriate or disruptive to the educational process.

Students are not allowed to wear hats, caps, sunglasses, bandannas, and/or head coverings in the school building. If they are worn, they will be taken and placed in the office. Items can be claimed by parent/guardian any time or by the student at the end of the school year.

When students violate the dress code, he/she will be asked to change clothes or cover up the inappropriate item. If they are unable or unwilling to do so, his/her parents will be contacted. Serious or repeat offenses will result in disciplinary action.

6.6 Social Emotional Learning (SEL)

Initiatives to foster social and emotional learning shall be incorporated into the District’s educational program, in accordance with the Illinois Learning Standard regarding students’ social and emotional development. Social Emotional Learning (SEL) is the process through which children and adults develop fundamental skills to recognize and manage their emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. The objectives for addressing the needs of students for social and emotional development through the educational programs are to:

1. Enhance students’ school readiness, academic success, and use of good citizenship skills;
2. Foster a safe, supportive learning environment where students feel respected and valued;
3. Teach social and emotional skills to all students;
4. Partner with families and the community to promote students’ social and emotional development; and
5. Prevent or minimize mental health problems in students.

SEL Vision

The faculty and staff of Central School District #104 uphold a relationship centered learning environment. We value the voice and participation of our student’s families, and the surrounding community members as we together foster the social, emotional, and academic advancement of our youth. We take pride in our student’s achievements in all aspects of their lives. It is our goal that no child is left behind. We are committed to providing our students with the highest level of education, connecting academics with relationship-driven social emotional development. Our students will be citizens of strong character, high moral standards and leaders within their communities, equipped for a lifetime of success.

The following are the three SEL goals and learning standards for the state of Illinois:

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

Standard A – Identify and manage one’s emotions and behavior

Standard B – Recognize personal qualities and external supports

Standard C – Demonstrate skills related to achieving personal and academic goals

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard A – Recognize the feelings and perspectives of others.

Standard B – Recognize individual and group similarities and differences

Standard C – Use communication and social skills to interact effectively with others

Standard D – Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard A – Consider ethical, safety, and societal factors in making decisions

Standard B – Apply decision-making skills to deal responsibly with daily academic and social situations

Standard C – Contribute to the well-being of one’s school and community.

6.6.1 Second Step Program

Central School District #104 strives to ensure that all students have a safe and enjoyable school experience. Some of the programs instituted to ensure these goals are the Positive Behavior Interventions and Supports (PBIS) and the Second Step Program. Parents will help their child and the school by supporting and reinforcing the goals of these programs.

The Second Step Program teaches Children three basic skills:

- Empathy,
- How to control impulsive behavior, and
- How to manage anger.

The most important of these skills is empathy, the ability to put yourself in another’s “shoes” and understand how they feel. Through the empathy training students learn to identify their emotions and feelings and the emotions and feelings of others. This is critical to controlling impulsive behavior and managing anger. Central’s goal is for each child to be able to stand up for themselves and to solve problems in a peaceful manner.

6.6.2 Lion’s Quest

It is the mission of Central School District #104 to implement Social and Emotional Learning (SEL) standards, district-wide to enhance academics and foster the social emotional development of our students. The programs chosen to promote the vision we have for our students are Positive Behavior Intervention and Support (PBIS), and the Lion’s Quest Program.

Lion’s Quest is a school-based, comprehensive, positive youth development and prevention program that unite the home, school and community, to cultivate capable and healthy young people of strong character, through life skills, character education, SEL, civic values, drug prevention, and service-learning education.

6.7 Discipline Policy

Standards and procedures for individual conduct and class control need to be developed and implemented in order to maintain an environment conducive to learning. In all disciplinary action, however, the staff will be mindful of the fact that they are dealing with individual personalities, and that it is sometimes more important to discover the causes of misbehavior than merely to suppress it. Thoughtful discipline can be a means of fostering growth toward maturity and responsibility.

Emphasis is to be placed on development of self-discipline according to the level of maturity of the child. Acceptable expectations will be clearly defined for the student.

When there is a persistent problem, parents are to be informed and involved in the correction procedures at the discretion of the principal.

Cooperation among parents, teachers, and the administrators is both necessary and desirable. In order for students to benefit from disciplinary procedures, it is important that they understand the reasons for such action. Discipline should be fair and constructive, not arbitrary or excessive. Every effort is to be made to see that the child understands the reason for correction and the purpose of measures taken.

Parents can help foster attitudes of respect for persons in authority by not criticizing policies or disciplinary measures of the school; however, conflict may arise and parents should feel free to:

1. Contact the teacher for an appointment to discuss the situation,
2. Contact Administration if the results of the conference with the teacher are unsatisfactory,
3. Contact the School Board President if the results of the conference with the superintendent are unsatisfactory.

We can best serve the students by working together, by inquiring about situations or events should a misunderstanding or breakdown in communication develop, and by supporting one another.

Teachers and other staff members are urged to refrain from using discipline methods which may be physically or psychologically damaging to children such as ridicule, excessive displays of temper, etc.

Every staff member has jurisdiction over each student in the entire school. Students are expected to show respect for anyone acting in a supervisory capacity.

Implementation of the discipline policy is the duty of the Principal and Administration. Therefore, the Administration shall have discretionary authority based on the circumstances of each situation.

Physical restraint may be used when necessary to protect the student or other individual and/or property from physical harm, by anyone acting in a supervisory capacity.

The Board of Education or its designee may make and enforce reasonable rules of conduct and sportsmanship for athletic and extra curricular school event. Any person who violates such rules may be denied admission to school event for not more than one year, in accordance with the Illinois School Code Section 24-24. Continuing infractions of school rules may result in the student losing school privileges (field trips, athletic contests, dances, etc.).

It should be noted that it is impossible to anticipate every behavioral circumstance and possibility. Therefore, Central School District #104 Administration will exert its prerogative to act on situations not covered in the handbook in order to serve the best interests of the school and its students.

6.8 Discipline Procedures

The following procedures shall be used in dealing with student discipline cases. A student who commits a violation of school rules is subject to disciplinary action from staff members. Non-punitive measures such as counseling and conferences may be used; an offender may incur penalties such as a lunch detention or detention during times other than class hours, designated study, out-of school suspension, and expulsion.

6.8.1 Vandalism/Arson

Any student who has initiated or taken part in any act of vandalism or arson should be aware that the policy of the Board of Education will be to seek to recover damages from the parents of any minor, or from any person who has initiated or taken part in any act of vandalism. Purposeful acts will warrant a replacement or payment of the destroyed school/personal property.

6.8.2 School Bus Conduct

Gross disobedience or misconduct on the school bus in accordance with Section 10-22.6(b) of the Illinois School Code could result in an out-of-school suspension and/or a suspension from riding the school bus for a specific period of time not less than five days and no more than ten days for each occurrence. Lunch detentions or after school detentions may also be given for misconduct on the school bus.

Continual incidents of misconduct on the school bus may result in a loss of privileges for the remainder of the school year.

Rules for bus safety include:

1. Be on time at the designated school bus stop. Stay off private property. Proper conduct at bus stops is required.
2. Stay off the road at all times while waiting for the bus,
3. Wait until the bus comes to a complete stop before attempting to enter the bus,
4. Remain in your seat at all times while the bus is in motion,
5. Keep hands, head, and all body parts inside the bus at all times,
6. Do not lower bus windows below the safety line prohibited by State Law,
7. Eating and drinking on the bus are not permitted,
8. Fighting, pushing, and rowdy behavior will not be tolerated,
9. Loud talking, screaming, and other loud noises will not be tolerated,
10. Willful damage to bus equipment (cutting, scratching, marking, etc.), will result in immediate suspension from riding the bus and payment to repair the damage,
11. Do not throw anything inside the bus or out the bus window,
12. Be absolutely quiet when approaching a railroad crossing stop,
13. Under NO circumstances shall a student throw anything at the bus while it is standing still or moving,
14. Do not ask the driver to stop at places other than the regular bus stop,
15. The same bus rules and regulations apply on any school related trip, ex: field trips, athletic events, etc.,
16. State Law prohibits animals on the school bus,
17. In case of a road emergency, remain in the bus until instructions are given by the driver,
18. At a discharge point, where it is necessary to cross the highway, proceed to a point at least ten feet in front of the bus on the right shoulder of the highway and remain there until a signal is given by the bus driver that it is safe to cross,
19. If a child lives on the same side of the street as the bus stop, he/she must immediately get a safe distance away from the bus so as not to be injured when the bus pulls away,
20. Be alert to a danger signal from the bus driver. In order that the bus driver may give his/her full attention to driving the bus, each student must remain sitting quietly in a set during the entire time he is on the bus.
21. School bus riders, while in transit, are under the jurisdiction of the school bus driver unless the local Board of Education designates another adult to supervise the riders.

Parents are requested to discuss the reason and need for students to follow the bus safety rules.

6.8.3 Truancy Ordinance

Central School District #104 cooperates with the O'Fallon Police Department in enforcing the City Truancy Ordinance. This ordinance makes it unlawful for anyone under the age of eighteen to "absent himself or herself from attendance at school without parental permission". The St. Clair County Regional Office of Education truant officer will be contacted if a student has excessive tardies or absences from school. Each offense is subject to a fine not to exceed \$500.00.

As a parent or caregiver, the law obligates you to make sure that your child attends school. A parent or caregiver who fails to meet this obligation may be guilty of an infraction and subject to criminal prosecution pursuant to the Illinois Education Code Compulsory Attendance (105 ILCS 5/26-2a).

1. What is a valid cause for a school absence?
 - Illness
 - Observance of a religious holiday
 - Death in immediate family
 - Family Emergency
 - Other situations beyond the control of the student as determined by the district's board of education
2. Who is a "Chronic truant?"
 - A student who is absent without a valid cause (unexcused absence) for 10% or more of the previous 180 regular attendance days. This would be 18 unexcused absences.
3. The following are signs of a student becoming truant and the actions that will be taken.
 - 3 Unexcused absences = A letter from Principal
 - i. After a student receives 3 unexcused absences, the building principal sends a letter to parent/guardian listing the dates the student missed school.
 - 6 Unexcused absences = Appearance at the Local Truancy Review Board
 - i. After a student receives 6 unexcused absences, the student and parents/guardian must appear before a Local Truancy Review Board to address and correct the attendance problem.
 - 9 Unexcused absences = A letter from the Regional Office of Education
 - i. After a student receives 9 unexcused absences, the St. Clair County Regional Office of Education sends a letter to parent/guardian listing the dates the student missed school.
 - 12 Unexcused absences = Appearance at Regional Truancy Review Board
 - i. If truancy issues aren't resolved by the 12th unexcused absence, the St. Clair County Regional Office of Education sends a notice to appear at a Regional Truancy Review Board Hearing.
 - 18 Unexcused absences = Appearance in Court
 - i. After a student receives 18 unexcused absences, a petition will be filed with the St. Clair County State's Attorney. The parent and student will have to appear in court.

6.8.4 Sexual Harassment/Misconduct

Sexual harassment of students is prohibited; see School Board policy 7:20. "Sexual Harassment" means sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

"Sexual Intimidation" means any behavior, verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment, or discomfort because of their gender.

Inappropriate behavior of a sexual nature will not be tolerated. These behaviors may include but are not limited to the following:

- Verbal - name calling, crude jokes, innuendoes, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities,
- Visual - drawings, pictures, etc.
- Physical - touching of intimate body parts is not allowed. Unwelcome touching of any kind is not acceptable.
- Sexual misconduct can be consensual. Touching in private areas is inappropriate behavior.

All infractions of these behaviors will be dealt with in a serious manner. Students that feel they have been harassed or intimidated should report it in a timely fashion to their teacher, the social worker, or principal.

Any student of Central School District who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to suspension and expulsion consistent with the discipline policy.

Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including suspension and expulsion.

6.8.5 Gang Activity Prohibited

Students are prohibited from engaging in gang activity. No gang symbols, clothing, drawings, signs, references, etc. are permitted on school grounds, school material, student apparel, or person. Our assessment of gang symbols, graffiti, gestures, or dress will be guided by law enforcement contacts and by current published materials about gangs.

6.8.6 Hazing of Fellow Students Prohibited

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. "Hazing" means any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team whose members are or include other students. Students engaging in hazing will be subject to disciplinary action.

6.8.7 Bullying

Bullying is defined as a willful, conscious desire to hurt, threaten, or frighten someone. The following shall constitute bullying behavior:

- Physical - threatening or causing any kind of physical harm,
- Verbal - name-calling, teasing, taunting, including any inappropriate references to sex, family background, race, or hostile behavior toward another because he/she may be "different" from the perpetrator
- Gestures - intimidation, extortion, taking someone else's property, or unwanted interference with others or his/her work or equipment, hiding/moving another student's property, forcing a student to commit an illegal act (e.g. stealing), demanding favors, targeting perceived weaknesses (e.g. disability), exclusion from a group.

Students engaging in bullying will be subject to disciplinary action.

6.8.8 Drug Free, Gun Free Zone

Central School District #104 has been declared as a Drug Free, Gun Free Zone. Any illegal possession of drugs or guns within 1,000 feet of Central School will result in prosecution under federal and/or state statutes.

6.8.9 Discipline for Students with Disabilities

Students with disabilities will be governed by the same disciplinary rules as other students unless the behavior is attributable to the student's handicapping condition. A thorough and complete explanation of the rights and processes regarding discipline issues is contained in the *Parents' Guide to the Educational Rights of Students with Disabilities*. This is provided at the child's Multidisciplinary Conference: it can also be obtained by contacting the school office by calling 632-6336.

6.8.10 Discipline Procedures (Central Elementary School)

The goal of the kindergarten through fifth grade discipline policy is to provide a physically and psychologically safe learning environment for our students. Our policy utilizes a system of appropriate and progressive consequences. The systems seeks first to educate students and parents concerning socially acceptable behavior, second to provide intervention services for repeat offenders, and last to provide for the systematic removal of students from the classroom or school when it is necessary to ensure a physically and psychologically safe learning environment for our students.

No single discipline plan is appropriate for all classrooms and grade levels. Teachers will individualize classroom management/behavior plans to make them appropriate for the age of the student and their class. Classroom circumstances may take place that need immediate attention from the classroom teacher. Classroom rules may be adjusted throughout the school year. Parents/Guardians should contact their child's classroom teacher for specific information on classroom management and student expectations.

Listed below are some of the common problems in which students become involved, the policies regarding these problems, and the disciplinary action procedure in relation to the problems. **Please understand this list is not to be considered all-inclusive.**

Level One Acts of Misconduct:

These offenses may be handled at the classroom level, and discipline referrals may be issued by the teacher. Examples of Level One Acts of Misconduct include, but are not limited to:

- Disruptive behavior
- General misconduct
- Lying
- Not following directions
- Improper bus conduct
- Physical contact/aggression
- Lack of respect for property
- Inappropriate language
- Defiance/disrespect
- Leaving class without permission

Consequences for Level 1 may be a warning, loss of privileges, lunch detention(s), and after school detention(s).

Level Two Acts of Misconduct:

Examples of Level Two Acts of Misconduct include, but are not limited to:

- Abusive language
- Stealing
- Vandalism
- Insubordination
- Cheating
- Disrespect
- Leaving school grounds
- Harassment
- Bullying
- Property damage
- Threats against safety
- Possess a weapon
- Possess drugs/alcohol
- Bomb
- Physical contact against school personnel
- Extortion
- Arson
- False fire alarm/911

Possible consequences for Level 2 are lunch detentions, after school detention, designated study, time in office, loss of privileges and suspension.

Students may receive up to ten days out of school suspension, and possible recommendation for expulsion. The proper authorities will be notified.

While general guidelines have been established for communication to students and parents, such factors as the nature of the infraction, the severity of the offense, the student's previous discipline record, the age of the student, and other extenuating circumstances might reasonably be considered to determine the severity of the disciplinary action.

If a student violates the student code of conduct they will be issued a Discipline Referral Form. The following guidelines will be enforced for the Discipline Referral Form: A Discipline Referral Form will be sent home with the student explaining the reason for the report and the consequence that has been issued. It will be the student's responsibility to have a parent/guardian sign the report and return it to school the following day.

6.8.11 Lunch Detention at Central Elementary School

Lunch detention may be used with a student as a corrective disciplinary measure, provided that the student's parent/guardian have been notified by the administration. A notice of the student's lunch detention will be given to the parent/guardian at least one day prior to the day the lunch detention is served. Students who are serving lunch detention will be supervised in the cafeteria by school staff. The student will sit in the designated area to eat lunch and will not receive recess.

6.8.12 After School Detention at Central Elementary School

After school detention may be used with a student as a corrective disciplinary measure, provided that the student's parent/guardians have been notified by the administration. A notice of the student's detention shall be given to the parents/guardians at least one day prior to the day the detention is served. Students who are detained after school will be supervised by school staff. A detention for any given day is limited to sixty minutes. Parents/guardians shall provide transportation for the student. After school detentions are served immediately after school for sixty minutes.

6.8.13 Good Citizenship at Central Elementary School

Students will have the opportunity to be named the Student of the Month by exhibiting ROAR behavior and positive social/emotional qualities.

Incentives, tiger tickets, and rewards are provided for students who demonstrate ROAR behavior at school.

6.8.14 Discipline Procedures (Joseph Arthur Middle School)

The first principle in Joseph Arthur Middle School's Discipline System is to emphasize and reward good conduct. This is done in a variety of ways. A Student of the Month from each homeroom is recognized during morning announcements. Students that have perfect attendance for the year get a special field trip.

Unfortunately incentives and rewards are not enough to maintain a peaceful and productive school. The Faculty and Administration attempt to separate lapses of good conduct into three categories with an accounting system for each and consequences with increase in severity as infractions accumulate. The three categories are:

- Being on time,
- Being prepared for class, and
- Being well behaved.

A student's failure in any of the three categories may result in being notified that they are tardy, being notified that they are unprepared and being issued an office referral.

6.8.15 Minor Infractions (Joseph Arthur Middle School)

Examples of minor infractions are often handled by staff including, but are not limited to the following:

1. Disrespectful to others property,
2. Disrespectful to school property,
3. Gum chewing – this also includes straws, toothpicks, paper, plastic, etc.
4. Having a radio, tape recorder, headset, CD player, mp3 player, iPod, laser light, camera, shock pen, or any hand held electronic device in the classroom without permission, (cell phones are not included in this category)
5. Note writing in class,
6. Throwing things in the classroom,
7. Getting out of your seat without permission,
8. Disrupting the class,
9. Being disrespectful to anyone in a supervisory capacity, this includes insubordination,
10. Verbal abuse to anyone,
11. Abuse of school or private property,
12. Inappropriate behavior in the hallway,
13. Dishonest behavior,
14. Tardy,
15. Failure to serve a detention and/or writing an assigned essay,
16. Inappropriate behavior during detention.
17. Use of profane language (depending on severity)
18. Cell phone use (parent/guardian will have to pick up from principal's office after first offense)

*Cell phones can be used by students after school, cell phones ARE NOT to be used before or during the school day.

Minor infraction Consequences – Supervisors of any capacity, teachers, and/or administrators may select an appropriate level or consequence from those listed below.

1. Verbal warning,
2. Detention,
3. One detention will be given, plus a 150 word essay to be written in the detention room and turned in to the detention room teacher. The essay will state the infraction, how it affected others, why it is considered undesirable behavior, and how you can make sure it won't happen again. The essay will be forwarded to the homeroom teacher and kept on file.

6.8.16 Office Referrals – Foul System (Joseph Arthur Middle School)

Office Referrals are a method of tracking and accounting for student's misbehavior. Thus a student without any Office Referrals has had no significant misbehaviors at school. Likewise a student that has accumulated six Office Referrals has had more serious behavior problems than a student with two or three Office Referrals. An office referral will be recorded for each out-of-school suspension.

Office Referrals may or may not result in a foul. The consequence for each Office Referral is at the discretion of the Principal or other Administration. Once a student has received ten to twelve office referrals (not resulting in fouls), the student may serve up to a ten day out-of-school suspension and a letter from the principal is sent home warning of future consequences.

Office referrals that most likely will result in fouls include but are not limited to:

1. Use, possession, sale, transfer, or under the influence of tobacco, drugs, or alcohol in any form,
2. Possession of weapons, or objects considered to be harmful,
3. Inflicting serious injury to others,
4. Fighting,
5. Insubordination,
6. Verbal abuse,
7. Harassment,
8. Racial slurs or comments,
9. Flagrant disrespect for anyone acting in a supervisory capacity,
10. Flagrant disruptions of the classroom,
11. Excessive minor infractions or detentions,
12. Inciting others to violence,
13. Threats made against students, school personnel, or school property,
14. Theft,
15. Leaving the classroom without permission,
16. Skipping class,
17. Possession of explosives, including fireworks, stink bombs, etc.

It is recommended that each office referral carry a minimum consequence of an after school detention and a 150 word essay. Special consequences will be considered at three, five, ten, and more than twelve Office Referrals. Students will receive up to ten days out of school suspension, and possible recommendation for expulsion. The proper authorities will be notified. The consequences for Office Referrals are:

- One – Four fouls: A minimum of one detention will be issued to a student receiving a foul. For the first through fourth office referral(s) a letter will be sent home warning of future consequences.
- Five fouls: the parents/guardians will receive a letter informing them of the immediate loss of privileges (i.e. attending sporting events, extra curricular events, dances, assemblies, field trips, etc.) and of future consequences.
- Six – Nine fouls:
 1. The student may serve a day in designated study or a day of out-of-school suspension.
- Ten – Twelve fouls:
 1. The student will serve up to a three days out-of-school suspension,
 2. A letter from the principal is sent home warning of future consequences.
- More than Twelve fouls:
 1. There will be a hearing before the Board of Education with the recommendation for either alternative school placement or expulsion.

Office Referral Consequences – Administrators may select an appropriate level or consequence from those listed below.

1. Loss of all extra curricular privileges (sporting events, school dances, non-academic field trips) for the remainder of the year,
2. Recommendation for suspension and notification of parents/guardians, **(an office referral will be assigned for every out-of-school suspension)**
3. Recommendation for expulsion.

6.8.17 Designated Study (Joseph Arthur Middle School)

Designated study consists of the student being segregated from the other students. He/she will have all the school work assignments and will be required to complete them as if they were in the classroom. They will receive credit for their work, and they will have to make up any tests missed. Additionally, an essay will be assigned.

6.8.17.1 Tardy to Class (Joseph Arthur Middle School)

The passing period between classes is three minutes with a five minute passing period at lunch. Students should be in their seats when the tone signals the beginning of class. Students in the hallway, doorways, or making their way to their seat may be counted tardy. See also Attendance section for more information.

The consequences for tardiness in grades six, seven, and eight:

- One to two tardies – students are allowed two tardies per semester without penalty,
- Three to five tardies – detentions can be issued for the third, fourth, and fifth tardy of any given semester,
- Six tardies and any additional tardy – a day in designated-study can be assigned for the sixth tardy of the semester.

6.8.18 Detention (Joseph Arthur Middle School)

Joseph Arthur Middle School makes use of a wide range of disciplinary procedures depending upon the severity and repetition of infractions. It should be understood that each individual incident must be decided on the basis of the infraction. Generally, a detention is issued for minor infractions based on the teacher's discretion. Office Referrals may result in more serious consequences based on the severity of the offense.

After school detention may be used with a student as a corrective disciplinary measure, provided that the student's parent/guardians have been notified by the administration. A notice of the student's detention shall be given to the parents/guardians at least one day prior to the day the detention is served. Students who are detained after school will be supervised by school staff. A detention for any given day is limited to sixty minutes. Students cannot participate in extra curricular activities if a detention has been scheduled for the same time as the extra curricular event. Parents/guardians shall provide transportation for the student. Failure to serve a detention or write the essay on the assigned day may result in the assignment of a day of designated study. If a student misses three or more detentions, one day of designated study will be assigned.

Detentions and Office Referrals are served immediately after school for sixty minutes.

6.8.19 Out-of-School Suspension

According to the state and federal law, the superintendent or designee shall be authorized to suspend a student from school for a period of up to ten days for gross disobedience or misconduct according to the following conditions:

1. The principal shall inform the student of the suspension, citing reasons, and grant the student the opportunity to present his/her side of the matter,
2. The administration shall notify the parent/guardian of the suspension,
3. Such notice shall state the reason(s) for the suspension and shall reference the parent's rights to a hearing to review the matter,
4. The administrator shall provide the Board of Education with a copy of all pertinent information,
5. If the parents request it, a hearing shall be held before the Board of Education to review the action,
6. If a hearing is held before a hearing officer, such officer, shall provide the Board of Education with a written report of evidence. The only persons allowed at the hearing shall be the parties, their representatives, their witnesses, and a representative of the Department of Mental Health and Developmental Disabilities, if appropriate,
7. In cases where a hearing is held, the Board of Education shall take whatever action it deems appropriate in the matter. Final action shall be taken in the public session.

A student will be assigned one office referral for each out-of-school suspension assigned. The office referral will count toward the total count and consequences for the accumulation of Office Referrals.

6.8.20 Expulsion

By law the Board of Education also has the authority to expel a student from school according to the following conditions:

1. The Board of Education or its designee shall notify the parents or guardian of the proposed expulsion and the impending hearing by registered or certified mail,
2. Such notice shall reference the reasons for the expulsion, the time and place of the hearing, and the parents' rights to appear, have an attorney represent them, and present evidence to refute the charges,
3. The Board of Education shall hold a hearing or shall appoint a hearing officer to hold a hearing on this matter. Such a hearing shall be held in executive session at a specific time and place,
4. The only persons allowed at the hearing shall be the parties, their representatives or attorney, their witnesses, and a representative from the Department of Mental Health and Developmental Disabilities, if appropriate,
5. In cases where a hearing officer is used, the hearing officer shall provide the Board of Education with a written summary of the hearing,
6. The Board of Education shall discuss and reach consensus on the matter in executive session,
7. Final action by the Board of Education shall be taken in public session,
8. The Board of Education or designee shall notify the parents or guardian in writing of the action taken by the Board of Education, and
9. The district shall expel a student only in cases of extreme or repeated misconduct.

6.9 Athletic and Extra Curricular Information

Central School District #104 offers diverse athletic and extra curricular programs. Students are reminded that they are "representatives" of the school when events take place either at Central or another school campus.

A student must be in attendance for one-half day in order to participate in a Central School District #104 extra curricular activity. Emergency situations will be given due consideration.

In accordance with School Board Policy 7:240, a student's eligibility will be determined on a regular basis. A student may be found to be ineligible for conduct/discipline or academic deficiencies.

According to Illinois School Code #105 ILCS 5-24-24, if a student violates rules or conduct for athletic and extracurricular events, that student may be denied admission to school events for not more than one year.

Each parent is responsible for reviewing the Rules for Extra Curricular Activities with their child.

6.9.1 Extra Curricular Activity Regulations

One of the major objectives of formal education is teaching citizenship and responsibility for one's actions. The Board of Education and staff at Central School District believes this is of primary importance. Therefore, any student representing Central School may be suspended or dropped from any team or organization for any violation or act either in school or out of school, which adversely affects the school's function of teaching this objective.

The activities governed by these regulations shall include all athletic teams, band/music organizations, choral organizations, student council, and any other sanctioned extra curricular organization.

All participants in the above named activities will be expected to conform to the following Code of Conduct. All participants owe this to themselves and their fellow students to be highly successful at any endeavor that demands, self discipline, training, and sacrifice.

6.9.2 Extra Curricular Code of Conduct

The following regulations are effective during the entire year, including the summer vacation period.

1. Academic Eligibility – Students must be passing all classes in order to play or attend games. The eligibility list will be published on Monday, or first school day of the week. The students may practice during this time. Students that are ineligible may not attend home or away games unless accompanied by a parent. Students that come to games that are ineligible will be sent home, or if that is not possible they will be supervised out of the event area until a parent picks them up.
2. Swearing or Abusive Language – Disciplinary action will be given by the coach, director, or sponsor of the activity. It may include removal from practice, removal from the event or game, and in cases of repeated misbehavior permanent removal from the team or organization.
3. Outstanding Disciplinary Consequences – If a student has detentions/Office Referrals to serve for a disciplinary referral, they must serve their detention/office referral at or before the appointed time. If a student fails to serve the detention/office referral, they will receive a one game/event suspension and will not be allowed to rejoin the team/organization until they have served the detention/office referral.
4. Other Unacceptable Behavior – Disciplinary action may include game/event suspension or removal from any activity. Some examples of unacceptable behavior are: confrontation with a coach, director, sponsor, participant from another school, or game/contest official. Poor sportsmanship is an example of unacceptable behavior.
5. Any referral to the office for a serious violation such as fighting, sexual harassment, or any other breach of school rules will result in the following: First offense – Participants will be suspended from game/event activity for 20% of the regular season schedule. If the regular season is ten games, the suspension would be two games/events. The game/event suspensions may be applied to pre or post season. Additionally, the participant must meet with the Social Worker or Counselor to analyze why they violated the code of conduct and to put together an action plan to prevent future occurrences. Second Offense – Participants may be suspended for a minimum of 50% of a season (i.e. First violation happened in basketball and second between seasons then suspension may start in track) up to a maximum of a full calendar year of all extra curricular activities (i.e. February to February) Each case will be decided individually by the Student Assistance Program Team. After the SAP Team determines the consequence, the participant must meet with the Social Worker or Counselor to analyze why they violated the Code of Conduct a second time and to put together an action plan to prevent future occurrences. Before reinstatement, the participant and parent must meet with the SAP Team. In the meeting the participant should explain how their behavior has changed and present their action plan. The SAP Team will evaluate each case on its merit and determine whether the student will be allowed to resume play or participation in extra curricular activities.
6. Use of Tobacco Products – First Offense – Participants will be suspended from game activity for a minimum of 50% of the regular season schedule. If the regular season is ten games, then the suspension will be five games. The game suspension may be applied to pre and/or post season. Full reinstatement on the team is dependent on the following: the participant must meet with the Social Worker or Counselor to analyze why they violated the code of conduct and to put together an action plan to prevent future occurrences. The participant and parent must meet with the SAP Team. In the meeting the participant should explain how their behavior has changed and present their action plan. The SAP Team will evaluate each case on its merit and determine whether the student will be allowed to resume play. Second Offense – Participants will be suspended from all extra curricular activities for a period of one calendar year. (February to February) At the beginning of the year suspension, the participant must meet with the Social Worker or Counselor to analyze why they violated the code of conduct a second time and to put together an action plan to prevent future occurrences. Full reinstatement on the team is dependent on the following: the participant must meet with the Social Worker or Counselor to analyze why they violated the Code of Conduct and put together an action plan to prevent future occurrences. The participant and parent must meet with the SAP Team. In the meeting the participant should explain how their behavior has changed and present their action plan. The SAP Team will evaluate each case on its merit and determine whether the student will be allowed to resume play. Third Offense – Participant will be suspended from all extra curricular activities for the remainder of his/her attendance at Central School District.
7. Use of Illegal drugs, Alcoholic Beverages – First Offense – The possession of illegal drugs, or alcoholic beverages will immediately be reported to law enforcement authorities. A student will be subject to further disciplinary action according to the Central School District's Discipline Plan. Participants will be suspended from all extra curricular activities for up to one calendar year. At the beginning of the year suspension, the participant must meet with the Social Worker or Counselor to analyze why they violated

the Code of Conduct a second time and to put together an action plan to prevent future occurrences. Full reinstatement on the team is dependent on the following: the participant must meet with the Social Worker or Counselor to analyze why they violated the Code of Conduct and to put together an action plan to prevent future occurrences. The participant and parent must meet with the SAP Team. In the meeting the participant should explain how their behavior has changed and present their action plan. The SAP Team will evaluate each case on its merit and determine whether the student will be allowed to resume play.

6.9.3 Activities

At Central School District #104, we recognize that student activities are an important part of the school. We provide interscholastic athletic competition in girls and boys volleyball, girls and boys basketball, girls softball, boys baseball, girls and boys soccer, girls and boys bowling, and girls and boys track.

We encourage academic related extra curricular activities such as: Scholastic Bowl, Student Council, Band, Chorus, Chess Team, and Cheerleading. Central School District will sponsor any academic extra curricular activity that the students will support by their regular attendance.

6.9.4 After School Activities Pickup

Students who attend activities after school should arrange transportation with their parents as soon as the event is over. Students need to be picked up within 15 minutes of the end of the event/activity or they may face disciplinary action. Students should stay at the location of the event; gym, multipurpose room, or event location and are not allowed in other parts of the school. Once a student leaves the building or campus he/she will not be permitted back onto the campus or allowed to return to the activity. Students failing to abide by these rules will not be able to attend future activities.

6.9.5 School Dances

Dances are sponsored throughout the year by various groups such as Student Council. Students are subject to the Student Code of Conduct during these events. If a student leaves the dance, they are not allowed to return. Students should stay in the authorized location and may not go to other parts of the school. School dances are restricted to Joseph Arthur Middle School students only. Students must have a permission slip signed by a parent to attend each dance. Students should arrive no earlier than five minutes before the start time of the dance. Students should arrange transportation before coming to the dance and should be picked up no later than five minutes after the dance is over. Students who do not make prior arrangements for transportation will not be allowed to attend the next dance.

6.9.6 Spectators

We encourage our students and fans to attend our sporting events. We do ask that you conduct yourself in a manner that reflects in a positive way on our school. Students at any extracurricular events, both at home and away, are subject to the Student Code of Conduct. Students should make arrangements to be picked up immediately after home games. Home games are usually over no later than 8:30 pm.

7.0 Student Records

7.1 Definition of Records

School Student Record as defined in the Illinois School Student Records Act means any writing or other recorded information concerning a student and by which a student may be individually identified, maintained by a school or at its direction or by the employee of the school, regardless of how or where the information is stored. The following shall not be deemed school student records: writings or other recorded information maintained by an employee of a school or other person at the direction for his or her exclusive use; no such records or recorded information may be released or disclosed to any person except a person designated by the school as a substitute.

7.2 Categories of Student Records

7.2.1 Student Permanent Records

Student Permanent Records contain the following information and are separated from the temporary records:

1. Identifying information – name, address, date of birth, place of birth, gender, name of parents or guardians,
2. Attendance records,
3. Academic record – grades, grade level achieved, class rank (if available), graduation date, and scores on college entrance examinations,
4. Accident reports and health records,
5. Record of release of permanent record information,
6. May also include information concerning participation in school sponsored organizations,
7. Such other records or entries as the State Board may require or authorize, and Honors and awards.

7.2.2 Student Temporary Records

Student Temporary Records consist of all information contained in school student records but not contained in the student permanent record, and may include the following:

1. Family background information,
2. Elementary and secondary intelligence, aptitude, and achievement test results,
3. Reports of psychological evaluations obtained through test administration, observation, or interviews,
4. Participation in out-of-school extracurricular activities
5. Honors and awards received,
6. Teacher anecdotal records (other than personal notes),
7. Disciplinary information, including, but not limited to, serious disciplinary infractions that resulted in expulsion, suspension or the imposition of punishment or sanctions. Serious disciplinary action means: infractions involving drugs, weapons, or bodily harm to another,
8. Special education file including the report of the multidisciplinary staffing,
9. Any verified reports or information from non-educational persons, agencies or organizations,
10. Other verified information of clear relevance to the education of the student,
11. Record of release of temporary record information,
12. Other information of clear relevance to the student, subject to regulations of the State Board.

7.2.3 Directory Information

Directory Information may be released to the general public, unless parent requests that any or all such information not be released on his/her child. It shall be limited to the following:

1. Identifying information,
2. Academic awards,
3. Information related to school sponsored activities, organizations, and athletics.

7.2.4 Record Keeping Procedures

Student records are protected by the Family Educational Rights and Privacy Act (FERPA), and the Illinois Student Records Act (ISRA). The official records custodian is the principal and is responsible for the maintenance, care, and security of all student records.

Permanent records are maintained for sixty years. Temporary records are maintained for five years.

The following procedures are followed for the keeping of student records:

1. While enrolled, the student's permanent and temporary records shall be kept in a secure location. They shall be secure from general use and observation and under the supervision of the building principal or his designee,
2. Information added to a student's temporary record shall include the name, signature, and position of the person who has added such information and the date of its entry,
3. Psychological reports shall be maintained in the records housed in the office of the Director of Special Education, a notation of which should be included in those temporary records housed in the attendance center,
4. Destruction of temporary records – within five years after graduation or withdrawal from the school and when the records are no longer deemed useful, all temporary student records shall be destroyed. Parents and/or students may make a written request for a copy of such records any time prior to their destruction,
5. Every four years or upon a student's change of attendance centers, the building principal of the school the student is leaving, or his designee, shall review each student temporary record for verification of entries and elimination or correction of all inaccurate, misleading, unnecessary, or irrelevant information,
6. Upon graduation or permanent withdrawal of a special education student, psychological evaluations, special education files and other information contained in the student temporary record which may be helpful to continued assistance to the student, may after five years be transferred to the parent or the student where applicable. The school shall explain the future usefulness of these records.

7.2.5 Access and Release of Records

All School records pertaining to students are confidential.

School officials may not divulge, in any form, to any person, any data contained in a student's records except under the following circumstances:

1. Upon the submission of a written request to the building principal or superintendent, a parent or any person specifically designated as a representative by a parent shall have the right to inspect and copy all school student permanent and temporary records of that parent's child. A student shall have the right to inspect and copy his/her school temporary record. Whenever access is granted, at the option of either the parent or the school, a qualified professional (psychologist, counselor, or other advisor) who may be an employee of the school or employed by the parent, may be present to interpret the information contained in the student temporary record. All rights and privileges accorded to the parent shall become exclusively those of the student upon his/her eighteenth birthday, graduation from secondary school, marriage or entry into military services whichever comes first.
2. To an employee or official of the school or school district or the State Board of Education, provided such employee or official has a current demonstrable educational interest in the student and the records are in furtherance of the interest.
3. To persons authorized or required by state or Federal law to gain such access. (Such persons must provide appropriate identification and copy of the statute authorizing such access. Parents must be informed prior to the release and given an opportunity to inspect, copy and/or challenge such information.)

4. To the records custodian of another school in which the student has enrolled or intends to enroll, provided that the parent receives prior written notice of the nature and substance of the information and an opportunity to inspect, copy, and challenge such information.
5. Pursuant to court order, provided that the parent shall be given prompt notice upon receipt of such orders to the nature of the information requested and an opportunity to inspect, copy, and challenge such information.
6. To any person for the purpose of research, statistical reporting, or planning provided that such person has permission of the State Board of Education or authorized officer of such Board, and no student or parent can be identified from the information released.
7. Subject to the regulations of the State Board, to appropriate persons if knowledge of such information is necessary to protect the health and safety of the student or other persons, provided that the parents are notified as soon as possible of the information released, the date of the release, the person, agency or organization receiving the information, and the purpose of the release.
8. Any release of the information other than specified in number 1 through 7 above requires the prior, specific, dated written consent of the parent and/or student, if applicable, designating the person to whom such records may be released. Parents shall understand that they have the right at such time to inspect and copy such records; to challenge the contents of such records; to limit any such content to designated records or portions of information within the records.
9. A record of any release of information must be made and kept as a part of the school student record. Such record of release shall be maintained for the life of the school student records and shall be available only to the parent and the official records custodian. Each record of release shall also include:
 - The nature and substance of the information released;
 - The name of signature of the official records custodian releasing such information;
 - The name of the person requesting such information, the capacity in which such a request has been made, and the purpose of such request;
 - The date of the release; and
 - A copy of any consent to such release.

7.2.6 Challenge Procedures

Parents shall have the right to challenge any entry, exclusive of grades, in the student records on the basis of:

1. Accuracy,
2. Relevance, and/or
3. Propriety.

Students and/or parents or guardians shall have the right to appeal for removal of any item in the student's records, or to insert in the record a rebuttal of specific information contained in the record.

Challenge procedures shall be as follows:

- First Step – The parents shall request, in writing, a conference with the building principal to discuss the appeal for removal of information or to request that rebuttal be placed in the record. This initial informal conference must be held within fifteen school days of receipt of the request.
- Second Step – If the challenge is not resolved by the informal conference a time (within fifteen school days) and place shall be established for a formal hearing to be held before the District's Hearing Officer, Mr. Amizich.

Procedures at the hearing shall include:

1. The right to present evidence and call witnesses,
2. The right to cross-examine witnesses,
3. The right to counsel,
4. A verbatim record of the hearing shall be made by a tape recorder or a court reporter. A typewritten transcript may be prepared by either party in the event of an appeal of the Hearing Officer's decision. However, a typewritten transcript is not required in an appeal,
5. The decision of the Hearing Officer shall be rendered no later than ten school days after the conclusion of the hearing and shall be transmitted immediately to the parents and the school district. It shall be based solely on the information presented at the hearing and shall be one of the following:
 - To retain the challenged contents of the student record;
 - To remove the challenged contents of the student record; or,
 - To change, clarify, or add to the challenged contents of the student record.

Any party shall have the right to appeal the decision to the local Hearing Officer of the Regional Superintendent of Schools within twenty school days after such a decision is transmitted. If the parent appeals, the parent shall so inform the school and within ten school days, the school shall forward the transcript of the hearing, a copy of the record entry in question and any other pertinent materials to the Regional Superintendent of Schools. The school may initiate an appeal on its own behalf by the same procedures. Upon receipt of such documents, the Regional Superintendent of Schools shall examine the documents and record, make findings and issue a decision to the parents and the school within twenty school days of the receipt of the appeal documents. If the subject of the appeal involves the accuracy, relevance or propriety of any entry in Special Education Records, the Regional Superintendent of Schools shall seek advice from appropriate Special Education personnel who were not authors of the entry.

The school shall be responsible for implementing the decision of the Regional Superintendent of Schools

7.2.7 Cost of Releasing or Reproducing Records

The District may charge the parent/student with the cost of reproducing and releasing records, except that no parent or student shall be denied a copy of school student records for inability to bear the cost of reproduction or a maximum of fifty cents per page for each copy, or the cost as set forth in any future schedule which may be adopted by the appropriate state authorities.

8.0 School Governance

8.1 Rights Guaranteed by State/Federal Constitutions and Statutes/Complaint Managers

Students, parents, guardians, employees, or community members should notify the district complaint managers, Mr. Steve Amizich, Mr. Patrick Anderson, Ms. Dawn Elser, or Mrs. Cassy Shelton, if they believe that the School Board, its employees, or agents have violated their rights guaranteed by the State or Federal Constitution, State or Federal Statute, or Board policy. Each may be contacted at 309 Hartman Lane, O'Fallon, IL 62269 or by telephone, 618-632-6336. See Board Policy 2:260 Uniform Grievance Procedure. Mr. Steve Pyeatt, Board Member, is the district's non-discrimination coordinator.

8.2 Directory Information

A child's picture, name, grade, academic awards, and information in relation to school sponsored activities, organizations, and athletics may appear in school publications such as the yearbook, newsletter, athletic programs, school website, etc., and /or in local news publications covering school activities. Parents have the right to request that any or all directory information not be released on their child. If you do not want your child's directory information released, contact the school office at 632-6336.

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