

Alton Elementary Schools



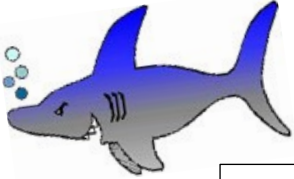
**EAST EAGLES
SOARING HIGH!**

EAST ELEMENTARY SCHOOL
1035 WASHINGTON AVENUE
PHONE: 463-2130 FAX: 463-2132



**LOVEJOY LIONS
"ROARING" TO SUCCESS!**

LOVEJOY ELEMENTARY SCHOOL
1043 TREMONT STREET
PHONE: 463-2057 FAX: 433-7440



**SHARKS-TAKING A "BITE"
OUT OF LEARNING!**

EUNICE SMITH ELEMENTARY SCHOOL
2400 NORTH HENRY STREET
PHONE: 463-2077 FAX: 433-4973



**NORTH STARS
LEADING THE WAY!**

NORTH ELEMENTARY SCHOOL
5600 GODFREY ROAD
PHONE: 463-2171 FAX: 463-2143



**GILSON GATORS GO
THE EXTRA MILE!**

GILSON BROWN ELEMENTARY SCHOOL
1613 WEST DELMAR
PHONE: 463-2175 FAX: 433-4962



**WE'VE GOT THE FALCON
FORCE!**

WEST ELEMENTARY SCHOOL
1513 STATE STREET
PHONE: 463-2134 FAX: 463-2144



**LEWIS & CLARK
MUSTANGS-RACING TO
THE TOP!**

LEWIS & CLARK ELEMENTARY SCHOOL
6800 HUMBERT ROAD
PHONE: 463-2177 FAX: 463-8293



ADMINISTRATIVE CENTER
1854 EAST BROADWAY
PHONE: 474-2600



**MAC BOOMERANGS-
BACK ON TRACK!**

MOTIVATIONAL ACHIEVEMENT CENTER
2512 AMELIA STREET
PHONE: 463-2063 FAX: 463-2004

STUDENT NAME _____
SCHOOL _____
GRADE _____
TEACHER _____
ROOM # _____

WELCOME!

We are glad you will be part of our school family this year. During this school year, you will have the chance to work with the teachers at school to learn as much as possible and become smarter every day. This agenda will help you keep track of important events, record your homework each day and bring notes back and forth between school and home. It will be checked daily by both your teachers and parents so take good care of it and be sure to keep it with you.

In the pages that follow, you will find information to help you make good choices at school. Those good choices will lead to success, recognition and pride in yourself. Be sure to read through these pages with your teacher and your parents and refer back to these pages if you have any questions about your school day.

This could be your best school year, and you are not alone. Your teachers and family will be there to help you every step of the way. So bring your personal best each day and delight in learning! Thomas Jefferson once said, "I find the harder I work, the more luck I seem to have." Work hard and enjoy the results!



**Parents – As you read this with your child, please look for special parent information. You will also find more information about the school district in the district calendar given out at registration.*

SPECIAL CLASSES

1. Physical Education – Two 25-minute classes per week
2. Vocal Music – One 40-minute or two 20-minute classes per week
3. Library – One 40-minute class per week for grades 1-5
4. Language Development – Kindergarten has Language Development (one 40-minute or two 20-minute blocks per week instead of Library).

Each classroom will have a different schedule for these classes.

ATTENDANCE

Attending school is very important. Being at school is key to your success. When you miss an entire day of school, you miss all of the instruction your teacher gave to the other students that day. Then when you return to school, you have to make up any work you missed and complete assignments for the day you return.

You should stay home when you are ill. Your parents can help you make a decision. Ask your parents to pick up homework for you from school when you have to miss a day. Also, remind your parents to call school or send a note to excuse you for your absence.

Remember, respecting yourself means that you will always try your best. Being at school is the first important part of trying.

**Parent Note: Parents of high school, middle school, and elementary students have three (3) school days to provide information for the absence to be excused.*

WHAT TO WEAR TO SCHOOL

1. Students should dress neatly.
2. Slogans on shirts cannot promote drugs, alcohol or tobacco, or display profanity.
3. Safe footwear must be worn at all times. Flip-flops are not to be worn. If you wear unsafe footwear, you may be excluded from activities. Tennis shoes should be worn on P.E. days.
4. Dress appropriately for weather conditions. Wear warm clothes, jackets, gloves, hats etc., when it is cold. If you are not wearing appropriate warm weather clothes, you may have to stay in from recess.
5. No shirts that show bellies or have spaghetti straps. Wear tops that cover your shoulders. No shorts and/or skirts that are too short or other clothing that has undue exposure of the body. No sagging pants.
6. Hats or other head covers are not to be worn in the building.



WHAT TO BRING TO SCHOOL

Students should bring each day to school:

1. Completed homework and homework agenda or folder (Signed by parent each night; No initials.).
2. Any papers, notes, referrals, permission slips or other items parents have signed.
3. All textbooks.
4. Any library books that are due.
5. Supplies such as pencils, pens, paper.
6. Lunch and/or lunch money.
7. Any special items that the teacher may assign.

WHAT NOT TO BRING TO SCHOOL

Students should not bring the following items to school:

1. Toys
2. Playing cards, trading cards, or baseball cards
3. Laser pens
4. Cell phones (see District Policy pg. 13)
5. Electronic items such as: PSP™, DS™, MP3, Ipods™, and electronic tablets, etc. unless authorized by building administrator.
6. Stuffed animals
7. Any weapons or pepper spray or look alike weapons
8. Make-up/lipstick/polish/perfume.
9. If girls bring purses, they should not have any of these items inside.

ARRIVING AT SCHOOL

School Day 8:00 a.m.–2:25 p.m.

Students should arrive at school on time. Coming tardy causes a disruption to the rest of the class and you may miss important instructions.

1. If your parents bring you, they drop you off at the assigned doors.
2. Buses will also drop you off at the assigned entrance.
3. Report directly to the breakfast line if you are going to eat breakfast, then report to the assigned area.



WALKING TO SCHOOL OR RIDING A BICYCLE



If you are walking to school, your parent will need to make arrangements with the school office.

Students may ride bicycles to school.

1. Bring a written permission note from home.
2. Bring a lock.
3. Walk bike on and off school grounds. It is especially dangerous to ride your bike on school grounds at the beginning or the end of the day because of bus and car traffic.
4. Stay away from other students' bikes.

BUS/BUS STOP CONDUCT

1. Follow all directions of driver and/or monitor on the bus.
2. Arrive at assigned bus stop on time.
3. Board and exit the bus only at your designated stop.
4. Keep hands, feet, books and objects to yourself.
5. Treat others with courtesy and respect. Swearing, rude gestures, bullying, and teasing are unacceptable.
6. Pushing, shoving and rough play are unacceptable.
7. Students are expected to stay with their bottoms on the seat facing the front of the bus at all times.
8. Food, gum, candy and /or drinks are not allowed on the bus.
9. Shouting and loud talking are unacceptable. Railroad crossings are silent.



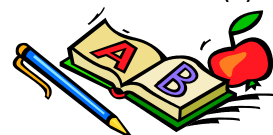
Safety Plans and Drills

There is no way to plan for every possible situation that may arise. However, each school has a safety/crisis plan in place in the event of dangerous situations.

The safety/crisis plan includes basic guidelines that are in line with the Alton School District's Crisis Plan. Each school will review its building's safety/crisis plan each year to ensure it is aligned and updated with the proper plans, protocols and procedures.

Students practice the following safety drills each year:

- Fire Drills (3)
- Disaster Drill (1)
- Lockdown Drill (1)
- Earthquake Drill (1)
- Bus Evacuation Drill (1)



PARENT INFORMATION

Elementary Curriculum

New Illinois Learning Standards

Illinois is one of multiple U.S. States transitioning to new learning standards in Reading, Math and Science. The Standards provide students with the skills and knowledge needed for College and Career Readiness.

Language Arts/Reading Instruction

Reading instruction involves the use of many resources. Students participate in 90 minutes of daily reading instruction that is differentiated to meet the needs of all students in the classroom.

Reading instruction incorporates the following components:

- Shared Reading
- Guided Reading
- Independent Reading
- Comprehension Strategies
- Systematic Instruction in Phonics
- Systematic Instruction in Phonemic
- Awareness
- Reading Fluency
- Vocabulary Development
- Grammar and Spelling Instruction curriculum maps are used to ensure that teachers are moving through the material.
- Use of Fiction and Non-Fiction Text

Mathematic Instruction

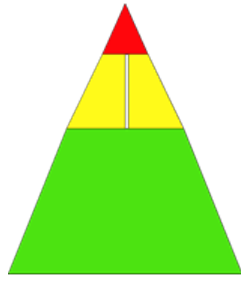
Go Math

- (Houghton Mifflin Harcourt) Go Math is a research based mathematics resource that is used in all Kindergarten through 5th grade classrooms.
- Students participate in 60-90 minutes of daily mathematical instruction.
- Go Math combines fresh teaching approaches that address the rigor of the New Illinois Learning Standards.
- Math instruction focuses deeply on the core standards for each grade level so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
- Differentiated lessons meet the student's needs at their RtI level (Tier I, II, and III) and includes enrichment for those higher level learners.



Science and Social Studies Instruction

Students in Kindergarten through 5th grade receive instruction in science and social studies integrated into the curriculum with many opportunities for hands on science through inquiry based learning activities. This gives teachers an opportunity to teach in- depth skills and concepts.



RtI - A Three-Tiered Model *(Response to Intervention)*

Response-to-Intervention is a three-tiered model which includes the provision of systematic, research- based instruction and interventions to student learners. (Behavioral counterpart is P.B.I.S. –for more information, please refer to that section of the handbook) It assumes that the instruction -interventions are matched to the student needs and that the monitoring process is continuous.

How does it help students?-RtI is designed as an early intervention to prevent long-term academic failure. Who receives these services?-RtI is considered a general education service, but can also be implemented in special education settings.

RtI Key Features

- RtI is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.
- RtI is based on a problem-solving model that uses data to inform decision-making.
- RtI interventions are systematically applied and derived from research- based practices.
- RtI is highly dependent on progress monitoring and data collection.
- RtI Intervention plans are designed, implemented and monitored by a multi-disciplinary team of professionals. (RtI Team)

The Three Tiers

Tier 1 – This Tier represents the universal (core) instructional program (90 minutes with their General Education Teacher). While StoryTown is the core reading series utilized, teachers are expected to enhance the curriculum through the use of additional fiction and non-fiction resources to ensure students are meeting the requirements of the Common Core/Illinois Learning Standard.

Tier II – This Tier represents 30 minutes of targeted reading intervention being provided by Title I staff. Students receiving these services will have their progress monitored closely. Progress monitoring for these students takes place every other week or monthly.

Tier III- This Tier represents intensive reading instruction (15-30 minutes of intensive instruction being provided by a Title I or Special Education Teacher). Progress monitoring for these students takes place weekly or every other week.

All students receive Tier I instruction. Those requiring additional support receive intervention services at Tier II and/or Tier III.

PATHS

Promoting Alternative Thinking Strategies

This program is a part of the social and emotional learning curriculum and provides prevention and intervention services aimed at creating a safe learning environment, promoting academic achievement, improving attendance, and reducing alcohol, tobacco and other substance use.



IMPORTANT FOR PARENTS AND STUDENTS

What is school bullying? Bullying is a form of violence that continually hurts others. School bullying happens at school or during activities when a student or group of students intentionally and repeatedly uses their power to hurt other individuals or groups. Bullies' power can come from their physical strength, age, financial status, popularity, social status, technology skills, or by association (the people they know, who they hang out with, who their family is).

What do bullies do?

They can bully in direct ways, such as:

- Hitting, tripping, shoving, pinching, excessive tickling;
- Verbal threats, name calling, racial slurs, insults;
- Demanding money, property, service

They can also bully in indirect ways, such as:

- Rejecting, excluding, isolating;
- Ranking or rating, humiliating;
- Manipulating friends and relationships;
- Blackmailing, terrorizing, and proposing dangerous dares

What can students do about school bullying?

There are a variety of ways students can be involved with bullying. A student can be a bully or the target of bullying. A student may even be both a target and a bully at the same time. Some students are bystanders. Some students may not be aware of bullying at their school and still be affected by the problems it creates.

A student, who is a target of bullying, needs to know that bullies rarely stop what they are doing on their own. In fact, it is more likely that over time a bully will find more serious ways to hurt people. This is why it is important for a target of bullying to tell a responsible and caring adult at school what is happening and to ask for their help. In the meantime, targets can reduce the chances of being harmed by avoiding the times and places they are typically bullied, hang out in safe places at school, and stay close to good friends. It is important to keep reporting bullying until help is provided.

A student who bullies in return for being bullied becomes one more bully at school. Some students make the mistake of thinking that carrying a weapon, joining a gang, or planning serious acts of retaliation will solve the problem. More often than not the act of revenge seriously hurts more than just the target – it hurts the bully, the target and innocent bystanders.

Students who are bystanders to bullying must realize that they can either be a part of the problem or part of the solution. Bystanders are a powerful majority at any school. Bystanders have the power to help create safe and comfortable schools for themselves and other students. They can use their social power and personal actions to promote respect. They can carry out anti-bullying activities and campaigns. Bystanders should be warned against trying to protect a student or group of students who are being bullied. Peers who intervene risk retaliation or harm. The most important thing they can do is to report bullying when they see it happening to others.

A student who is a bully needs help and support to admit the behavior is hurtful and wrong. Like the target of bullying, a bully can ask for the help of a caring and responsible adult or agree to accept the help when it is offered.

What can parents of young children do about school bullying?

Parents are their children's first teachers. The words and actions children are taught or allowed to use at home often become the words and actions they use in other settings. As families prepare their children to enter the world, lessons about respect and empathy become especially important. Being a positive role model means teaching your child by example. There are many ways parents can promote the respectful and thoughtful behaviors they would like to impart to their children. These may include the following:

At Home:

- Talk often with your child and listen carefully.
- Ask about your child's school day, activities and friends.
- Ask if your child feels safe and comfortable at school.
- Talk about what bullying means.
- Teach that bullying is unacceptable and can be dangerous.
- Stop bullying when it happens at home.
- Help your child understand the meaning and positive roles of friendship.

At Home cont.

- Be clear about your expectations and consistently discipline when hurtful teasing and bullying occurs among siblings and peers.
- Teach that people can be different in many ways.
- Teach and practice basic manners.
- Help your child find and develop his/her personal talents.
- Help your child choose positive and respectful friends.
- Help your child choose TV, music and video programs that promote respect, kindness and understanding.
- Talk with your child about their school experiences and peers.
- Encourage your child to tell you when bullying happens at school.

At School:

- Learn the schools' rules and sanctions regarding bullying.
- Stay in touch with your child's teacher.
- As soon as you are aware of a bullying problem, report it to the school.
- Accept help from the school with regard to bullying problems whether your child is the target, the bully or a bystander.

Individual student rights will be respected and protected, but the right of expression by students does not permit the disruption of normal operations of the school nor does it permit interference with the lawful rights of others. In cases of gross disobedience or misconduct, disciplinary action may include suspension by the assistant principal, principal, or superintendent. It may also include expulsion by the Board of Education in accordance with Chapter 122, Section 10-22.6 of The School Code of Illinois. When criminal acts are committed on school property, the appropriate law enforcement officials will be involved.

At the beginning of the school year and when students transfer into the District during the year, an orientation of the discipline policy will be given to students, parents, and school employees. The Board of Education believes that parents/guardians are responsible for the conduct of their children.

The Board of Education's Student Discipline Policy forms the basis for our expectations of students' behavior. We encourage you to read this information and to discuss the importance of good citizenship and appropriate conduct with your child. If you have a specific concern with the Conduct Guidelines, you are encouraged to discuss them with your child's principal.

Dr. Ken Spells, Superintendent of Schools



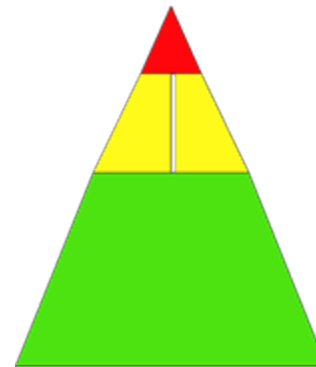
DISTRICT HANDBOOK

STUDENT CONDUCT

It is the belief of the Alton School District that students should be in an environment where effective teaching and learning can occur. Therefore, we expect all students to behave in an appropriate manner.

The conduct of students that is disruptive to a good learning environment will not be tolerated.

The District's discipline policy will be strictly enforced in a consistent manner by school personnel and by the Board of Education in order to promote the orderly operation of our schools. Discipline will be administered fairly, firmly, and consistently in an effort to maintain a good learning environment, to promote the development of good self-discipline among the students, and to modify unacceptable behavior.



PBIS -- A Process in the Alton Schools; Like RtI, this is a three-tiered process.

Positive Behavior Interventions and Support, usually known as PBIS, is flourishing in the Alton schools. Using PBIS, faculty and parents monitor student responses to interventions (RtI) designed to improve behavior. The goal of the PBIS process is to create a positive school culture and environment by reducing incidents of problem behavior and providing maximum academic time for students and staff.

The PBIS model includes a three-tiered approach for addressing behavioral issues. The first tier is referred to as the universal, for students without serious problem behaviors (80-90%). The second tier is for a small group of students at risk for problem behavior (5-15%) who benefit from targeted group interventions. The third tier is for a very small group of students (1-7%) with chronic/intense problem behavior who can benefit from specialized individual interventions.

Staff members were trained in the model as building teams in August of 1999. The teams meet at least monthly and work to develop interventions for all three tiers in their system. Follow-up training in specific areas is offered, along with technical assistance, to building teams and staff. Each building team is led by a coach. Coaches receive ongoing intensive training on such topics as "Using Data to Make Decisions", "Developing Targeted Interventions", "Wraparound Planning", and "Classroom Management".

Coaches meet monthly as a group to provide support and fidelity to the PBIS process.

Universal Plans

The building PBIS team develops behavior expectations for all settings in their school. The expectations are then taught to the students using creative means such as role-playing and skits in some instances. Students are reinforced and recognized for exhibiting the expected behavior through various means as appropriate for the grade levels served.

The universal plans are developed to provide students, staff, parents, and other building visitors with clear behavioral expectations. The premise is based on the fact that most people will act appropriately if they know what is expected. Most buildings spend the majority of their PBIS energy building a strong universal foundation. This is best practice and the most efficient use of resources.

Secondary Interventions

PBIS teams use data to target problem areas in their buildings. A focus of PBIS is to "work smarter not harder". Sometimes a very simple change can make a big improvement in behavioral outcomes for students. Data allows teams to objectively review the school's behavioral issues. PBIS provides a systematic process to address problems and develop effective strategies. Students receiving two or more office discipline referrals should be given supports at the secondary level. These may include:

- Check-In-Check-Out (CICO)
- Check and Connect (CnC)
- Social Academic Instructional Groups (SAIG)

- Simple Functional Behavior Assessment (FBA)
- Mentoring

Using data, these interventions are monitored for effectiveness by the secondary team and the teacher(s). The interventions are modified as needed to provide for improved student behavior.

Tertiary Interventions

Tertiary interventions are developed for students using criteria such as:

- 6 (six) or more office discipline referrals
- 20% or more absenteeism rate
- academic failure
- lack of progress in secondary interventions after 4 to 5 weeks
- mental health issues that interfere with student's academic success
- parent or teacher request

and other critical barriers causing lack of progress in school. Tertiary interventions are developed by individualized child and family teams. The teams are facilitated by school social workers. The tertiary interventions may include Complex Functional Behavior Assessment (FBA) and/or Wraparound. The team develops a comprehensive plan for the home, school, and community. The parent/guardian chooses the members of the child and family team who support the family in their problem-solving efforts.

STUDENT DISCIPLINE POLICY

Prohibited Student Conduct

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to, the following:

1. Using, possessing, distributing, purchasing, or selling tobacco materials.
2. Using, possessing, distributing, purchasing, or selling electronic cigarettes, paraphernalia, and/or related materials and devices.
3. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
4. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs and drug paraphernalia including but not limited

to medical marijuana and electronic cigarettes. Students who are under the influence are not permitted to attend school or school functions and are treated as though they had drugs in their possession.

5. Using, possessing, controlling, or transferring a weapon and/or ammunition in violation of the "weapons" section of this policy.
6. Using or possessing electronic signaling and cellular radio-telecommunication devices (i.e. cell phones/walkie-talkies), or laser devices unless authorized and approved by the Building Principal. Electronic signaling devices include pocket - and all similar - electronic paging devices.
7. Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct.
8. Using bullying, electronic bullying, violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.
9. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
10. Unexcused absenteeism; State law and Board policy on truancy control will be used with chronic and habitual truants.
11. Being a member of, joining, promising to join, becoming pledged to become a member of, soliciting any other person to join, promise to join, or be pledged to become a member of any public school fraternity, sorority or secret society.
12. Involvement in gangs or gang related activities, including the display of gang symbols or paraphernalia.
13. Engaging in any activity that constitutes an interference with school purposes or an educational function or any disruptive activity.
14. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties

who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group.
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school.
3. Traveling to or from school or a school activity, function or event.
4. Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an educational function.

GUIDELINES

Absences from School/Truancy

Parents of high school, middle school, and elementary students have three (3) school days to provide information for the absence or truancy to be excused.

Bicycles and Skateboards

Students are not to bring skateboards to school. Doing so may result in confiscation and school discipline. Students may ride bicycles to school only if the following rules are followed:

1. Obey the Rules of the Road.
2. Keep the bicycle in safe condition.
3. Bring written permission from home.
4. Bring a lock.
5. Walk bike on and off school grounds.
6. Do not drive any motor driven vehicle.
7. Do not walk or ride bicycle in front of building before or after school while buses are loading and unloading.
8. Bicycles are to be parked in designated parking area.
9. Students are not to be in the bicycle parking area during unauthorized times.

Canine Use

The use of drug sniffing dogs by school officials may occur at any time on school premises, in accordance with district policy.

Corporal Punishment

Corporal punishment shall not be used in the Alton School District.

Destruction

Acts of vandalism are not permitted. Offenders may be required to pay for damages or other restitution, be subject to legal prosecution, and be disciplined by school authorities.

Drugs, Narcotics, and Alcohol

Possession, distribution, or use of any type of drugs including but not limited to medical marijuana, alcohol, narcotics, or noxious substance or look-alike substance is strictly forbidden. Controlled substances will be confiscated and offenders are subject to legal prosecution.

Fighting

If physical confrontation is anticipated, a student should seek assistance from an administrator, teacher, or staff member. Students participating in fighting at the middle school and high school levels, on school property, may be subject to legal prosecution.

Fire and Emergency Equipment

Tampering with or damaging fire and emergency equipment is a criminal offense and is forbidden.

Food and Drink in Halls, Classrooms, and on School Buses

Food and beverages are not to be consumed in the hallways, classrooms, or on school buses unless so authorized.

Improper Dress

Brief or sagging clothing with undue exposure of the body or undergarments; clothing advertising illegal, controlled substances; and clothing bearing insignia and slogans that are offensive or profane will not be permitted. Pants must be worn at the waist. Safe footwear must be worn at all times. Hats or other head covers, including hoods, sunglasses, and jackets are not to be worn in school buildings at any time. Shorts and skirt lengths should meet or exceed the fingertips when hands are placed at the side. Yoga pants, tights, leggings, spandex, etc. are not permitted as primary clothing.

Leaving School Property

Students are to officially check out through the office or designated areas prior to leaving school property during the school day.

Electronic Devices

Students are not to bring radios, video cameras, digital cameras, MP3 players, e-cigarettes, iPods, laser pointers, hand-held video games, walkie-talkies, and pagers to school unless so authorized by a building administrator. Cell phones/Smart phones/tablets are allowed on campus; however, they must be powered off and not visible during regular school day hours. Text-messaging and taking videos/pictures with a camera and/or cell/smart phone/tablet are subject to authorized use. Sexting is strictly prohibited. Unauthorized use of devices that are similar to and/or perform the same functions as items listed, but not necessarily limited to those items listed above, will result in confiscation and school discipline. If permission is granted, then the student will be held responsible for the operation and safety of the item. The district's "Bring Your Own Device" policy (Board policy 6:220) applies to electronic devices. Possession of electronic cigarettes and/or related paraphernalia is subject to confiscation and school discipline. The severity of the discipline may be subject to the circumstances of the possession, including but not limited to unauthorized use of an electronic device, tobacco offense, and/or drug offense.

The School District is NOT responsible for replacing items brought to school that are lost, stolen, or damaged.

Search and Seizure

In accordance with existing statutes and district policy, 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. Searches may take place as deemed appropriate and necessary, and contraband seized.

School Buses

Behavior on school buses is governed by all the rules described within the Behavior Rules section of this handbook. We reserve the right to assign seats on buses. Parents will receive information regarding bus rules and expectations during the first two weeks of school. New parents will be oriented upon entering the Alton School District. Students are to follow the directions of the bus driver.

1. The driver is in charge of the pupils and the bus. Pupils must obey the driver promptly and respectfully.

2. Pupils must be on time. The bus cannot wait beyond its regular schedule for those who are tardy.
3. Pupils should never stand in the roadway while waiting for the bus.
4. Smoking or eating on the bus at any time is not permitted.
5. Unnecessary conversation with the driver is prohibited.

Tobacco

Tobacco in any form is strictly prohibited on school grounds and will be confiscated. Matches, lighters, and electronic cigarettes are also prohibited and will be confiscated. Students found in possession of these items will receive school discipline and are subject to citations resulting in a fine (Alton & Godfrey City Ordinance).

Weapons, Ammunition, Fireworks

Students are not to bring weapons, genuine or imitation, or ammunition to school. A weapon shall be defined as any object used or which could be used to cause harm. Fireworks and explosive devices will be confiscated.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group.
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school.
3. Traveling to or from school or a school activity, function or event.
4. Anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an educational function.

INVOLVEMENT OF LAW ENFORCEMENT OFFICIALS

Law enforcement officials shall be involved in cases of felony which includes theft of/ or damage to property, bodily harm, possession of weapons (guns, brass knuckles, knives, tasers, mace, etc.), drugs (possession and/ or selling). Involvement of law enforcement officials shall be sought for those criminal acts which include, but are not limited to the following:

- Theft over \$300.

- Theft under \$300 when a teacher or administrator has direct knowledge regarding the incident.
- Theft from a person (purse snatching, etc.)
- Any sexual assault.
- Aggravated battery.
- Any weapon or ammunition, including toy guns.
- Assault with any kind of weapon.
- Aggravated assault - threat with a weapon.
- Drugs and alcohol.
- Disorderly Conduct.
- Terrorist Activity such as bomb threats, mob action, or any activity that may cause mass hysteria.

The liaison officer or appropriate authority shall be immediately notified of criminal acts. In criminal cases, the Superintendent of Schools or designee shall seek appropriate prosecution of violators regardless of whether or not the victim wishes to also prosecute.

DISCIPLINARY ACTIONS

Informal Talks

A school official (teacher, administrator, social worker, or counselor) will talk to the student and try to reach an agreement regarding how the student should behave. Action taken and results are recorded and kept on file.

Student Conference

A formal conference is held between the student and one or more school officials. During this conference the student must agree to correct his/her behavior. Action taken and results of the conference are recorded and kept on file.

Parental Involvement

Parent(s) and/ or legal guardian(s) are notified of disciplinary action by telephone, personal contact, or letter. A conference may be conducted with the student, his/her parent(s), a school administrator, and/ or the teacher as appropriate. Action taken and results of the conference are recorded and kept on file.

Referral to Counselor/Social Worker

Students may be required to meet with an assigned counselor/social worker on a periodic basis. The counselor/social worker will advise students concerning ways of improving his/her behavior. The counselor/social worker may recommend special projects to the student including reading, attending seminars, etc.

Assignment of Extra Work or Duties, or Restitution

Depending on the nature of the behavior or infraction, duties may be assigned or restitution sought to match the nature of the offense and are to be completed by the

student on his/her own time. This work shall be assigned, supervised and evaluated by an administrator, teacher or designee. This assignment of extra work or duties, outside of school hours, must have parental permission.

Detention

Students may receive a detention before or after school hours, during lunch hour, or from a specific class at the discretion of the teacher and/or principal. Parents of students should be notified by the principal or teacher if the student is to be detained. The parents are responsible for the student's transportation. Action taken and results are to be recorded and kept on file.

Referral to PBIS Team

The premise of PBIS is to teach, model, and reinforce the behavior expected and desired. After reviewing the referral, the team may recommend positive interventions to be taken by the teacher, parent, staff and student.

Deprivation of Privileges

Extracurricular activities are special privileges offered to enhance the students' over-all learning experience. Other benefits, such as riding the bus to and from home are also privileges, not rights. Any or all of these privileges may be revoked. Actions taken and results are recorded and kept on file.

Detention/In-School (Middle School & High School)

In-school detention requires that the student be removed from the student population. The student will be placed in the ISD room for a prescribed period of time. The student, while in ISD, will be responsible for completing all daily assignments provided by his/her teacher(s).

Restorative Practices

Restorative practices help students deal with the harm they have caused to individuals and to the school community. The goals of restorative practices apply to both those involved and to the larger educational community, and encourage accountability and responsibility through personal reflection within a collaborative planning process. A few examples of restorative practices include circles, conferencing, mediation, restitution, and peer jury.

Suspension/Out-of-School

Out-of-school suspension requires that the student be deprived of all the privileges of attending school for the number of days specified. All extra-curricular privileges are also suspended. Students shall not be present on any Alton School District property during suspension. Students

receiving an out-of-school suspension are expected to remain current with class assignments. Action taken and results are recorded and kept on file. Short suspensions consist of 1-4 days. Long suspensions consist of 5-10 days.

Expulsion

Expulsion is the removal of a student from school by action of the Board of Education.

Make-up Work

A student who is absent from school for any reason, including suspension, is encouraged to continue to keep up with his/her school work. This recommendation is made for the purpose of helping students avoid major gaps in their educational program. In addition, keeping up with assignments during an absence is the best way for a student to ensure his/her ability to successfully complete assigned work upon returning to school following an absence.

The guidelines governing work missed during an absence are as follows:

1. It is the student's responsibility to get assignments, lecture notes, and other material needed to keep up with work missed.
2. Students returning to class from an absence are responsible for making the arrangements (research papers, projects, major tests, etc.) for missed work. The work must be completed within a time frame representing a day for every day of absence, including suspension.
3. Students will receive grades and credit for work made up.
4. Partial to full credit will be given to students for work missed due to an unexcused absence. Amount of credit will be established and consistently applied by respective elementary, middle, and high school levels.
5. Students called or sent out of class for any reason will be expected to complete work missed except if sent out for cheating.

DISCIPLINE PROCEDURES

The following illustrations show the types of disciplinary action that may be taken for each disciplinary violation. In each instance a minimum and a maximum action is listed, as well as an action for the first occurrence and one for repeated occurrences. If a student has demonstrated excellent behavior and then becomes involved in a problem area, school officials may consider the record of that student's good behavior before any action is taken. If a student has continually exhibited problem behaviors, then the disciplinary action may be the maximum action listed. Students should not expect that they will automatically receive the minimum or maximum action.

Such factors as the length of time since their last problem, their attitude, etc., will be taken into account before any action is taken.

It must be clearly understood that the following examples and illustrations of discipline measures may be altered by the administration and the Board of Education depending on the nature of an infraction. It should further be understood that, due to privacy laws, parents/guardians will not be given information by District personnel on the discipline action taken against other students involved in a given situation.

Progressive Discipline

The Alton Community Unit School District #11 utilizes the concept of progressive discipline in assigning consequences to students who exhibit inappropriate behavior. By assigning more significant consequences to students who continue to exhibit behaviors which disrupt the educational process, we are hoping to give children an opportunity to develop an understanding that they need to begin to exhibit appropriate behavior on a regular basis in order to benefit educationally. The assignment of consequences for inappropriate behavior is at the sole discretion of the administrator, after consulting the guidelines in the Student Conduct Handbook. The progression of consequences may result in a recommendation for expulsion.

Elementary School

A team from each school has established building-wide expectations for behavior in all locations throughout the building. These positive expectations are continuously communicated to the student body. The premise of PBIS is to teach, model, and reinforce the behavior expected and desired.

Office Referral

1. First and second discipline referral - principal and teacher intervention, parent informed.
2. Third discipline referral during the current grading period - conference may be held with the parents/guardian.
3. Contact with parents/guardian should be made as necessary.
4. Severe clause - student(s) shall be referred immediately to the office. Examples would include: fighting, obscenity, insubordination, destruction of school property.

Observable Behavior And Rules That Students Must Follow During The School Day

Classroom (includes library, gym, music room, fine arts) room, computer labs)

1. Quietly prepare to start work and follow stated classroom rules.
2. It is the student's responsibility to bring paper, pencils, books, and completed homework assignments every day.
 - a. Students are expected to treat others with respect.
 - b. Keep hands, feet, books, and objects to yourself.
3. Treat others with courtesy and respect. Swearing, rude gestures or bullying/teasing are unacceptable.
4. It is the student's responsibility to be attentive and follow directions in class.
5. Follow teacher directions.

Cafeteria Lunch Hour

1. Follow adult directions.
2. Keep eating area clean of debris, food and liquids. Make sure area is clean for the next person.
3. Raise hand and wait to be recognized before leaving the table.
4. Keep noise level at a minimum. If a teacher can clearly hear a student's voice above other students at the table, the student is too loud.
5. Students should become quiet when staff member signals for silence or bell rings.

Restroom

1. Enter restroom and take care of needs as quickly as possible.
2. Respect property - writing on or defacing school or other property is unacceptable.
3. Students must wash hands before exiting the restroom.

Playground

1. Follow adult directions.
2. Follow safety rules at all times.
3. Line up immediately and quietly when bell rings. Be ready to enter the building.

Hall Conduct

1. Students will walk in the hall.
2. Always stay to the right in the hall.
3. Keep noise level down.
4. Remove hats upon entering building.

Bus Stops/Buses

1. Follow adult directions.
2. Arrive at your assigned bus stop on time.
3. Students are expected to treat others with respect.
 - a. Keep hands, feet, books, and objects to yourself.

- b. Treat others with courtesy and respect.
Swearing, rude gestures or bullying/teasing are unacceptable.
 - c. Pushing and/or shoving are unacceptable.
4. Students are expected to stay in seats and face the front at all times except when entering and leaving the bus.
 5. Food, gum, and/or drinks are not allowed on buses.
 6. Shouting and loud talking are unacceptable.

Due to privacy laws parents/guardians will not be given information by District personnel on the discipline action taken against other students involved in a given situation.

ALTON COMMUNITY SCHOOL DISTRICT #11
Alton, Illinois
2014-2015 SCHOOL YEAR CALENDAR

August 18, 2014 August 19, 2014 August 20, 2014	Teachers Institute Day, No School for Students Professional Development, No School for Students Full Day of School for Students
September 1, 2014 September 19, 2014 September 26, 2014	Labor Day Holiday Issue Progress Reports Early Dismissal for Students
October 10, 2014 October 13, 2014 October 17, 2014 October 31, 2014	Madison County Institute Columbus Day Holiday End of 1 st Quarter (40 Days) Early Dismissal for Students
November 11, 2014 November 14, 2014 November 21, 2014 November 24, 2014 November 25, 2014 November 26, 2014 November 27, 2014 November 28, 2014	Veteran's Day Holiday Issue Progress Reports Early Dismissal for Students Full Day Parent/Teacher Conference (1:00 – 7:00 P.M.) Full Day Parent/Teacher Conference (8:00 – 1:00 P.M.) Non Attendance Day Thanksgiving Day Holiday Friday Holiday
December 19, 2014 Dec. 22-Jan. 5, 2015 December 24, 2014 December 25, 2014 December 31, 2014	End of 1 st Semester (39 = 79 days) Christmas Break Christmas Eve Holiday Christmas Day Holiday New Year's Eve Holiday
January 1, 2015 January 5, 2015 January 9, 2015 January 19, 2015 January 30, 2015	New Year's Day Holiday School Resumes Issue Report Cards Martin Luther King, Jr. Holiday Early Dismissal for Students
February 6, 2015 February 16, 2015 February 27, 2015	Issue Progress Reports President's Day Holiday Early Dismissal for Students
March 2, 2015 March 13, 2015 March 27, 2015	Casimir Pulaski Holiday End of 3 rd Quarter (47 days = 126 days) Early Dismissal for Students
April 3-7, 2015 April 3, 2015 April 8, 2015 April 17, 2015 April 24, 2015	Spring Break Good Friday Holiday School Resumes Issue Progress Reports Early Dismissal for Students
May 25, 2015 May 26, 2015 May 27, 2015 May 28, 2015 May 29, 2015 June 1, 2015 June 2, 2015 June 3, 2015	Memorial Day Holiday End of 2 nd Semester (48 days = 174 days) Full days for Students Teacher Institute – No School for Students Emergency Day #1 Emergency Day #2 Emergency Day #3 Emergency Day #4 Emergency Day #5

CHARACTER EDUCATION
MONTHLY THEMES

SEPTEMBER	RESPECT
OCTOBER	RESPONSIBILITY
NOVEMBER	SERVICE
DECEMBER	COOPERATION
JANUARY	GOAL SETTING
FEBRUARY	PERSERVERANCE
MARCH	COURAGE
APRIL	INTEGRITY
MAY	PATIENCE

Character Education themes are taught and reinforced throughout the school. PATHS curriculum is also used to reinforce the themes.

STUDENT HANDBOOK
ACKNOWLEDGEMENT

I have read the Student Handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements.

Student Signature _____

Date _____

PARENT/GUARDIAN HANDBOOK
ACKNOWLEDGEMENT

I reviewed the Student Handbook with my child (ren) in an effort to promote a better understanding of the Alton Elementary School rules and expectations. I understand the handbook can be changed during the year without notice. The administration will notify all parents and students in writing, where possible, of any changes to the handbook.

Parent Signature _____

Date _____

Due to privacy laws parents/guardians will not be given information by District personnel on the discipline action taken against other students involved in a given situation.

**** Police Involvement**

Violation	Range	First Occurrence	Repeated Occurrence
Absences/ Truancy	Minimum	Parent Involvement	Parent Involvement
	Maximum	Parent Involvement	Parent Involvement
Assault & Battery	Minimum	Parent Involvement	Suspension
	Maximum	Suspension**	Expulsion**
Bicycle Violations	Minimum	Informal Talk	5-Day Loss of Privilege
	Maximum	5-Day Loss of Privilege	Permanent Loss of Privilege
Cheating	Minimum	Informal Talk	Parent Involvement
	Maximum	Loss of Credit	Loss of Credit/Detention
Coercion/ Bullying	Minimum	Parental Involvement/Informal Talk	Short Suspension
	Maximum	Short Suspension	Long Suspension
Computer Violations: Internet User Agreement & Acceptable Use	Minimum	Parent Involvement; Detention; Loss of Privileges	Loss of Privileges
	Maximum	Short Suspension	Privileges revoked; Long Suspension
Defiance of Authority	Minimum	Informal Talk	Detention(s)
	Maximum	Parent Involvement	Expulsion**
Destruction of Property/ Vandalism	Minimum	Parent Involvement and Restitution	Suspension and Restitution
	Maximum	Short Suspension and Restitution	Expulsion and Restitution**
Disorderly Conduct/Instigation	Minimum	Detention	Short Suspension**
	Maximum	Short Suspension**	Expulsion**
Disruption	Minimum	Informal Talk	Detentions
	Maximum	Detention	Short Suspension
Non-Prescribed Drugs, Look alike Drugs, Narcotics, Alcohol, paraphernalia (Use, Possession, or Distribution of)	Minimum	Short Suspension** Parent Involvement	Long Suspension** Parent Involvement
	Maximum	Long Suspension** Parent Involvement	Expulsion** Parent Involvement
Electronic Devices- Unauthorized (Use of) (refer to Electronic Devices Guidelines)	Minimum	Informal Talk Confiscation Parent Involvement	Parent Involvement Detention Confiscation Short Suspension
	Maximum	Short Suspension Confiscation	Suspension Confiscation
Fighting/ Entering into an existing fight	Minimum	Detention	Short Suspension
	Maximum	Long Suspension	Expulsion
Fire & Emergency Equipment Tampering	Minimum	Informal Talk	Detentions**
	Maximum	Parent Involvement Detention**	Short Suspension**
Fireworks & Explosive Devices (possession of)	Minimum	Parent Involvement	Detentions
	Maximum	Expulsion **	Expulsion**

Violation	Range	First Occurrence	Repeated Occurrence
Food, Gum, Drink in halls, Classrooms, on buses	Minimum	Informal Talk	Detentions
	Maximum	Parent Involvement	Short Suspension
Forgery	Minimum	Parent Involvement	Detention
	Maximum	Detention	Short Suspension
Gangs and Related Gang Activities	Minimum	Parent Involvement**	Long Suspension**
	Maximum	Short Suspension**	Expulsion**
Guns/ Ammunition	Minimum	Short Suspension**	Long Suspension**
	Maximum	Expulsion**	Expulsion**
Hallway Conduct	Minimum	Informal Talk	Detentions
	Maximum	Parent Involvement	Detentions
Harassment	Minimum	Informal Talk Detention	Short Suspension**
	Maximum	Short Suspension**	Expulsion**
Improper Display of Affection	Minimum	Informal Talk	Parent Involvement
	Maximum	Parent Involvement	Detention
Improper Dress	Minimum	Informal Talk Corrected if deemed Necessary	Parental Involvement
	Maximum	Parental Involvement	Short Suspension
Leaving School Property without Permission	Minimum	Parent Involvement**	Detentions**
	Maximum	Short Suspension**	Short Suspension**
Loitering	Minimum	Informal Talk	Parent Involvement
	Maximum	Parental Involvement	Short Suspension
Physical Aggression	Minimum	Parental Involvement	Short Suspension
	Maximum	Detention	Long Suspension
Profanity	Minimum	Parental Involvement Detention	Parental Involvement Detention
	Maximum	Parental Involvement Detention	Short Suspension
School Bus Conduct	Minimum	Informal Talk Parental Involvement	Parental Involvement Detention
	Maximum	Suspension from Bus	Removal from Bus OSS
Sexual Harassment Sexual Misconduct	Minimum	Parental Involvement	Parent Involvement with Short Suspension
	Maximum	Expulsion**	Expulsion**
Snowballs	Minimum	Informal Talk	Parental Involvement
	Maximum	Parental Involvement	Detention
Tardiness	Minimum	Parental Involvement	Parental Involvement
	Maximum	Parental Involvement	Parental Involvement Detention
Theft	Minimum	Parent Involvement Detention	Short Suspension
	Maximum	Short Suspension**	Expulsion**
Tobacco (use of or possession of)	Minimum	Parental Involvement Detention	Detentions**
	Maximum	Parental Involvement Detention**	Detentions Short Suspension**
Truancy	Minimum	Parental Involvement	Detentions
	Maximum	Parental Involvement	Court Action

Violation	Range	First Occurrence	Repeated Occurrence
Verbal Abuse/Threats	Minimum	Parental Involvement Detention	Parental Involvement Detention
	Maximum	Expulsion**	Expulsion**
Weapons or look-alike Weapons including look- alike toy guns	Minimum	Parent Involvement Detention	Short Suspension
	Maximum	Expulsion**	Expulsion**

GLOSSARY

The following definitions apply to all K-12 students in attendance in district instructional and support programs as well as school sponsored activities and events.

Ammunition

Projectiles fired from guns or explosive devices.

Arson

The malicious, intentional attempt to burn any property.

Abusive Language

Name calling, racial slurs, or derogatory statements addressed to others.

Assault and Battery

Attempting to cause and/or causing injury to another student or staff member.

Breaking and Entering

Forceful entry into the property of another or into any portion of the school property.

Bullying/Coercion

Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student.

Cheating

Using, submitting, or attempting to obtain data or answers dishonestly, by deceit, or by means other than those authorized by the teacher.

Communication/Electronic Devices

Including, but not limited to, cell phones, pagers, text messaging devices, camera phones, MP3 players, walkie/talkie, radios, CD/tape players, laser pointers.

Complicity

Association or participation in a wrongful act.

Conference

A meeting conducted among students, parents, and school officials where participants may be notified either verbally or in writing of misconduct.

Controlled Substance

1. Any alcoholic substance
2. Other illicit drugs or look alike drugs
3. Any potentially mind-altering substance.

Defiance of School Authority

Refusal to comply with reasonable requests of school personnel.

Detention

Temporary assignment of a student in a special room or area under the supervision of authorized school personnel.

Disorderly Conduct/Instigation

Any action of such unreasonable manner as to alarm or disturb another and to provoke a breach of peace.

Disruption

To disturb the regular or normal function as related to a standard of behavior. A breakdown in the orderly process of instruction and/or school activities.

Disrespect

Display of rudeness or discourteousness toward a school employee.

Electronic Cigarette

A cylindrical battery-powered device that provides inhaled doses of nicotine by way of a vaporized solution.

Electronic Devices

Including, but not limited to, cell phones, smart phones, tablets, pagers, text messaging devices, camera phones, MP3 players, walkie/talkie, radios, CD/tape players, laser pointers, electronic cigarettes, and/or other devices that are similar to and/or perform the same functions as items listed.

Explosive Device

Any device or material that may explode or ignite.

Extortion

The act or practice of obtaining something from another person by force or undue or illegal power or ingenuity.

Fighting

Engaging in physical contact for the purpose of inflicting harm to another person. Entering into an existing fight.

Forgery

The false making or alteration of a written document or another person's name or signature.

Gambling

To play a game for money or for other stakes.

Gang Activity

Any violation of school rules/policy/malicious or criminal behavior that a group of individuals come together to commit.

Harassment

To annoy continually. Words and/or actions directed toward an individual which are intended to harass that individual based on a person's sex, race, religion, or ethnic origin are considered harassment.

Intimidation

Threats or verbal comments with the intent to cause fear.

Instigation

Comment or action that promotes violence or inappropriate behavior.

Insubordination

Any action involving open or persistent defiance of authority and/or school rules and regulations.

Intoxicating Agent

Any substance, including but not limited to medical marijuana, used to excite or stupefy to the point where physical and mental control is markedly diminished.

ISD

In School Detention.

ISS

In School Suspension.

Loitering

Standing, littering, or traversing private property going to or from school, the bus stop, or any school sponsored event will be considered loitering when one of the following conditions exist:

1. After a reasonable request to leave
2. Does not have any legitimate reason for being there
3. Does not have written permission to be there from anyone authorized to grant permission.

Long-term Suspension

Removal of a student from school and school activities for a specific period of time, usually more than four days.

Look Alike Drugs and Weapons

Any material or substance that has the appearance of or is similar to the real thing.

Lying

Intentionally giving untrue communication.

Loss of Privileges

Occurs when a student is not allowed to participate in any school activity other than academic classes. This may include extra-curricular activities during or after the regular school day.

Malicious Damage

The intent to cause loss or harm resulting in injury to person, property, or reputation.

Non-Prescribed Drugs

Any prescription drug when not prescribed for the student by a licensed health care provider or when not used in the manner prescribed.

Normal Educational Process

Generally accepted action or operation of being educated.

Normally Established Rules

Generally accepted prescribed guide for conduct or action.

Obscene

Statements and materials that school officials applying contemporary school standards would find offensive.

OSS

Out of School Suspension.

Paraphernalia

Accessories, apparatus, or equipment that may be used in the manufacture of or utilization of a controlled substance.

Physical Abuse

Any act intended to cause injury to another.

Physical Aggression

A provoked or unprovoked attack using part of one's body.

Short-term Suspension

Removal of a student from school and school activities for a period of 1 to 4 school days.

Special Assignment

Occurs when a student is given any additional work to perform that other students in a non-disciplinary situation are not required to do.

Time-Out

Removal of the student from the regular academic setting or a restriction of privileges.

Theft

Taking property that does not belong to that person.

Tobacco

Dried leaves of plants or liquids used for smoking, chewing, and snuffing.

Trespass

The unauthorized presence of an individual on school property.

Truancy

The intentional absence from school without legitimate cause.

Vandalism

Destroying, mutilating, and defacing objects or materials belonging to the school, school personnel, or other persons.

Verbal Abuse

Disrespectful language and/or language which is threatening in nature to a staff member or a student.

Vulgarity

The use of offensive language; repulsive language; profane language.

Weapons

A weapon shall be defined as any object used or which could be used to cause harm.