

Student Handbook

2025-2026



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UCMS/UCHS

This handbook serves **ALL UCCCJSD** students. System wide information and policies are listed followed by individual school information and policies. (Elementaries-pg. 68, MS-pg. 85 & HS-pg. 94)

Union County College Corner Joint School District

Administration Building

107 South Layman Street
Liberty, Indiana 47353
(765) 458-7471
www.uc.k12.in.us

College Corner Union Elementary School

230 Ramsey Street
College Corner, Ohio 45003
(765) 732-3183



Starts on page:

Liberty Elementary School

501 Eaton Street
Liberty, Indiana 47353
(765) 458-5521
Starts on page:



Union County Middle School

488 St. Rd. 44 E
Liberty, Indiana 47353
(765) 458-7438



Starts on page:

Union County High School

410 Patriot Blvd.
Liberty, Indiana 47353
(765) 458-5136



CODE OF CONDUCT

Mission Statement

Union County/College Corner Joint School District, in cooperation with the greater community, is committed to providing each student with the knowledge and skills essential to become a life-long learner and a contributing participant in a changing world and community.



To Our UCCCJSD Families,

The mission statement of UCCCJSD describes our district mission as “providing each student with the knowledge and skills essential to become a life-long learner and a contributing participant in a changing world and community” In order to achieve this, we know that it is critically important that our schools are safe environments where students are a part of learning communities that support their ability to learn and thrive. Our Code of Conduct (COC) was created to be a living document, designed to be responsive to the needs of our students and learning communities, in pursuit of the mission.

With the creation and future revision of the COC, our intent is that it remains focused on preventive expectations with corrective and restorative responses, rather than practices that lead to the exclusion of our students from the opportunity to learn. Please take time to review the Code of Conduct with your student. We know that it takes the collaboration of our families, students and school teams to create the safe, positive and stimulating learning environments we work to create. We appreciate your partnership in this endeavor.

Sincerely,

John Edge
Superintendent

Table of Contents

INTRODUCTION.....4

WHO SHOULD READ THE STUDENT CODE OF CONDUCT?.....5

WHERE AND WHEN THE STUDENT CODE OF CONDUCT APPLIES5-6

RIGHTS AND RESPONSIBILITIES.....6-9

PROMOTING POSITIVE SCHOOL CLIMATE AND CULTURE9-10

PARENTS AS BUSING PARTNERS10

SCHOOL BUS RULES AND REGULATIONS.....11

CODE OF CONDUCT FOR ALL ACADEMIC AND EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES.....12-14

DISCIPLINE-RELATED POLICIES15

PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES15-16

DEFINITIONS AND EXAMPLES OF CORRECTIVE AND RESTORATIVE RESPONSES.....17

Level 1: Classroom and Building Based Corrective Responses.....17-19

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses.....19-21

Level 3: Intensive Personalized Corrective Responses.....21-25

Level 4: Corrective Responses for SeriousViolations.....25-27

DISCIPLINARY LEVELS OF RESPONSE28-47

GLOSSARY OF TERMS47-51

INTRODUCTION

In order to maximize the learning of all students and classrooms, UCCCJSD will provide an environment that promotes appropriate behavior and minimizes disruptions. All students should have clear, consistent and obtainable expectations for behavior at school. The UCCJSD’s Student Code of Conduct (COC) includes both standards of conduct designed to maintain a productive educational environment and a student support system designed to address individual needs and promote social, emotional and behavioral growth. This balanced approach is most effective when school staff and parents/family work collaboratively to guide and support students to function appropriately in the school environment and as citizens in the greater community.

To assist students, parents/guardians/families, administrators, and school personnel in maintaining a safe and supportive learning environment, the Student Code of Conduct will:

- Describe rights and responsibilities of all students and parents/families;
 - Describe the responsibilities and expectations of District staff;
 - Identify prevention strategies;
 - Identify classifications of incidents and describe corrective strategies for low level behavioral incidents;
 - Describe potential disciplinary actions involving suspension or expulsion for significant, serious or dangerous incidents;
- and
- Standardize procedures for administering disciplinary actions to students, including students with disabilities.

WHO SHOULD READ THE STUDENT CODE OF CONDUCT?

The Code of Conduct (COC) is important for all members of the school community to read and understand. When all partners know, understand and follow the COC, they will help schools be safe, respectful and productive places for all to learn and thrive.

Students: The COC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the behaviors that are expected of you at school. The COC describes behaviors that are allowed at school and explains the consequences if you behave inappropriately. If you follow the COC, you will be helping your school be a safe, respectful, and productive place for you and your classmates to learn.

Parents/Families: The COC is your guide for understanding the behaviors that are expected of your student at school and the steps that will be taken if your child behaves inappropriately at school. Please read the COC with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk with your school principal so that you and the school staff can cooperate to help your child succeed.

All District Staff: The COC is your expectation for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or the school's climate, please talk to your school principal so that you and your administrator can work to maintain a safe and orderly learning and work environment.

School Administrators: The COC is your expectation for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. As the school year begins and as students enroll in school during the school year, distribute a copy of the COC to students and parents/families and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.

WHERE AND WHEN THE STUDENT CODE OF CONDUCT APPLIES

The COC applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by UCCCJSD, or at any time or place which may affect an educational function, including when accessing the district's electronic network services. In addition, behavior violations that have occurred outside of school hours that disrupt the learning environment are subject to disciplinary actions. Each incident will be handled on a case by case basis and due process will be provided.

If a student in kindergarten or younger is exhibiting behaviors that seriously disrupt the classroom, staff should respond with Level 1 and 2 instructive and corrective consequences. A Level 3 disciplinary action, which may include a type of suspension, should only be considered as a last resort and if the student's behavior is a serious danger to themselves or others.

The COC also applies to student behavior outside of school if (1) a student commits a Level 4 behavior (serious violations) and (2) the behavior disrupts or may disrupt the educational process at the school. In other words, students may receive disciplinary action at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the learning process.

A student may approach a school staff member and voluntarily surrender an object prohibited by the COC without being subject to disciplinary action so long as the object is one that the student could lawfully possess off school grounds. This rule does not apply to firearms or destructive devices.

If a student discovers an illegal item or other contraband on school property or at a school function, the student may approach a school official and report the discovery. A student shall not be in violation of the COC solely for making this report. School officials shall make a determination after an investigation of the report.

Principals also may establish rules and regulations, as long as they are consistent with this COC, the policies set by the Board, or other rules and regulations established by the Superintendent.

RIGHTS AND RESPONSIBILITIES OF THE UCCCJSD COMMUNITY

Students, parents, and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. When school staff and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. As role models, parents and school staff should exhibit the behaviors they would like to see students emulate. Parents are encouraged to discuss with their child's teacher(s) and other school staff issues that may affect student behavior. Likewise, school staff should keep parents informed of their child's behavior and enlist parents as partners in addressing concerns. Meetings between parents and school staff are encouraged as a means to solve problems, prevent behavior problems and support behavior change and skill development. Parents who want to discuss behavioral support(s) and interventions for their child should contact their child's teacher, school administrator, or parent educator.

In this document the terms "parent" and "family" are used interchangeably and refer to any adult caretaker or group of caretakers who play a primary role in a child's cognitive, social and emotional development, including guardians, grandparents, foster parents, and extended family members.

Student Rights

Students have the right to:

- A public education unhindered because of race, religion, national origin, gender, sexual orientation, disability, parenthood, pregnancy, marital status, economic status, and other personal characteristics or any reason not related to their individual capabilities.
- An orderly, safe school and classroom environment that will promote learning for all students.
- Be treated fairly, courteously, and respectfully.
- Express themselves in speech, writing, or symbolism within the boundaries of the law and policies of the school system.
- Peaceful assembly.
- Protection from unlawful search and seizure of their personal possession(s) or their person without reasonable suspicion.
- Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school system.
- Tell his/her side of the story before receiving a consequence and document, both verbally and in writing

Student Responsibilities

Students have the responsibility to:

- Read and become familiar with the Student Code of Conduct.
- Be accountable for the decisions they make in the classroom and school-related activities.
- Attend school daily, prepare for class, and complete classwork and homework assignments to the best of their ability.
- Avoid actions or activities that may be unsafe and interfere with the right of any other person to a public education.
- Know and obey school expectations and instructions given by the school principal, teachers and other staff.
- Ensure that communications do not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others or violate the law or Board policy.
- Respect school property, community property and the property of others.
- Ensure that their conduct contributes to a safe environment while being transported to and from school.
- Tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community

RIGHTS Parents/Families

Parents/Families have the right to:

- Be actively involved in your child's education.
- Be treated courteously, fairly, and respectfully by all school staff and principal(s).
- Receive information about the policies of the Board and procedures related to the COC and their children's education.
- Get regular reports, written or oral, from school staff regarding your child's academic progress and behavior.
- Receive information from school staff about ways to improve your child's academic or behavioral progress.
- Be notified promptly of behavior violations by your child and any disciplinary actions taken by principal(s) or school staff.
- Receive information about due process procedures for disciplinary matters concerning your child.

Parents/Families Responsibilities

Parents/Families have the responsibility to:

- Read and become familiar with this Student Code of Conduct.
- Make sure your child attends school regularly and on time, and when absent, let the school know why.
- Inform school officials about any concerns in a respectful and timely manner.
- Work with principals and school staff to collaboratively address academic and behavioral problems their child may exhibit.
- Talk with your child about the behaviors expected at school.
- Be respectful and courteous to staff, other parents, families and students while on school premises.
- Support your child's learning and school activities at home.
- Give the school accurate and current contact information.

School Staff Rights

School staff has the right to:

- Be treated courteously, fairly and respectfully by students, families and other school staff.
- Expect students to follow reasonable instructions given by teachers in the performance of their duties
- Use discretion in the application of rules and consequences and be equitable and consistent in their application
- Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
- Not be interrupted by parents/community members during instructional time.
- Work in a safe and orderly environment.
- Professional development to support understanding of the COC and the implementation of positive behavior supports and other interventions to maintain a positive school climate.

School Staff Responsibilities

School staff has the responsibility to:

- Demonstrate respect and courtesy for all persons in the community – students, parents, and all other staff.
- Begin school/class every day on time, prepared with well-planned, effective, culturally responsive, and engaging instruction.
- Actively supervise students at all times.
- Set clear and high expectations for student achievement and behavior.
- Teach what students are expected to know and do.
- Be knowledgeable about Code of Conduct and policies/procedures.
- Model and teach behavioral expectations and procedures to students and articulate them to parents. → Keep parents/family informed of a student's academic progress and behavior status.
- Communicate with parents in a timely manner using their preferred language.
- Create meaningful opportunities for family participation.
- Provide make-up work for students with absences and suspensions.
- Follow schoolwide discipline protocols, seclusion & restraint guidelines, and de-escalation protocols.

School Administrators Rights

School Administrators have the right to:

- Be treated courteously, fairly, and respectfully by students, parents/families and other school staff.
- Expect students to follow reasonable instructions given by teachers in the performance of their duties → Use discretion in the application of rules and consequences and be equitable and consistent in their application
- Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
- Work in a safe and orderly environment.
- Professional development to support understanding of the COC and implementation of positive behavior supports and interventions to maintain a positive school climate.

School Administrators Responsibilities

School Administrators have the responsibility to:

- Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
- Monitor, support and sustain the effective implementation, including data analysis, and maintenance of Multi-Tiered Systems of Support.
- Identify appropriate training and resources needed to implement Multi-Tiered Systems of Support and interventions.
- Expand and support the adoption and implementation of alternatives to suspension.
- Distribute the Student Code of Conduct to students, parents and all school personnel.
- Ensure English Language Learners (ELL) and their parents are provided the opportunity to fully understand behavior expectations and consequences in a language that they understand.
- Practice an awareness and sensitivity to cultural differences a student or groups of students may exhibit.
- Implement the Student Code of Conduct in an equitable, fair and consistent manner.
- Review discipline referrals and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Student Code of Conduct.
- Ensure an equitable, just discipline system and prevent minor behavioral incidents from becoming major challenges.
- Maintain accurate, disaggregated discipline data, in PowerSchool.
- Review data to monitor schoolwide and classroom practices to ensure equitable academic and behavioral outcomes for all students.

Responsibilities of SROs

School police officers support and facilitate the educational process within UCCCJSD by providing a safe and secure environment while delivering comprehensive, professional public safety and technical and emergency services for students and stakeholders.

Responsibilities include:

- Developing a framework that is student/child focused.
- Implementing Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL) and de-escalation strategies.
- Recruiting, selecting and retaining highly qualified safety and security professionals who are a good “fit” for schools.
- Developing a comprehensive professional development plan that is customized to the educational environment and aligned with district priorities.
- Increasing technical abilities for data integration of technical solutions to improve safety and security from a proactive perspective.
- Strengthening emergency preparedness and crisis management beyond operational readiness.

PROMOTING POSITIVE SCHOOL CLIMATE AND CULTURE

UCCCJSD promotes positive school climates in all of our schools to facilitate high levels of teaching and learning. The school community is responsible for developing a school climate that supports optimal learning and positive behavior throughout a student’s school experiences. A positive school climate includes:

- Positive relationships among all stakeholders (students, parents/families, all school personnel and community partners);

- Engaging in culturally responsive academic and extracurricular activities for students that meet behavioral, developmental, and academic needs;
- Effective communication among schools, parents and communities;
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort;
- Support for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and communities;
- Clean and well-maintained environments that support school pride and the importance of life-long learning; and
- Learning environments where students and staff feel physically and emotionally safe.

PARENTS AS BUSING PARTNERS

- Parents are responsible for instructing their children to cross in front of the bus after being discharged, if the locations of their residences require them to cross the road at bus stops.
- Parents are responsible for the safety and supervision of their children from the time the children leave home in the morning until they board the bus, and at the end of the day from the time the school bus departs the unloading area until the children reach their home.
- Parents are liable for damage caused by their children to the property of others, including the school bus. When children walk to and from the bus stop or school, while they wait at the school bus stop, and when they walk home from the school bus stop at the end of the school day, they must show consideration and respect for the property of citizens whose homes and places of business are located along their routes.
- Parents are responsible for reviewing the “School Bus Rules and Regulations” with their children.
- Parents should have their children ready to board the bus ten (10) minutes before the scheduled arrival time of the bus.
- Parents of children who walk to bus stops should develop specific routes that minimize the exposure of their children to vehicular traffic when walking to and from the bus stops.
- Parents should talk to their children about obeying school crossing guards and traffic control signals.
- Parents should walk to and from the bus stops with their younger children, using this opportunity to teach their children proper pedestrian practices. If parents cannot accompany their children, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to do so.
- Parents with special needs children should be home to receive their children from the school bus at the end of the school day. If parents cannot be home to receive their children from the school bus, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to receive the children from the school bus.
- Parents are responsible for completing the “Student School Bus Information” form. The bus personnel or transportation staff may need to contact parents about emergencies or discipline matters. Parents should notify their children’s schools a week before they move to another residence.

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if the misconduct of the child jeopardizes the safe operation of the school bus or the safety of the children riding the bus.

SCHOOL BUS RULES AND REGULATIONS

In the interest of safety, the Union County College Corner Joint School District Board of Trustees adopted the rules and regulations listed below. Since the conduct of a pupil or pupils on a moving vehicle can create a hazardous situation for the bus driver, these rules will help eliminate these problems. School bus drivers are to have control of all schoolchildren transported to their schools and to their homes. The driver shall keep order, maintain discipline among the children while they are on the bus or along the route, and shall treat all children in a civil manner. Bus drivers shall see that no child is imposed upon or mistreated while in their charge and shall use every care for the safety of the children.

SCHOOL BUS RULES AND REGULATIONS:

1. Students shall arrive at the bus stop before the bus is scheduled to arrive and wait in a location clear of traffic and away from the bus stop. If there is a delay, the bus driver will sound the horn and look for a signal from the bus stop. If there is no immediate signal, the driver may leave that location.
2. No students may enter or leave the bus until the bus has come to a complete stop and the driver gives the signal.
3. Behavior at the bus stop must not cause harm to another person or to another's property.
4. Students must go directly to their assigned seats upon entering the bus (or to an available seat if seats are not assigned) and remain seated properly, keeping aisles and exits of the bus clear.
5. Students must observe classroom conduct, obey the driver promptly and respectfully, and may never use inappropriate language.
6. Students must not eat, drink, chew gum, or bring or use any type of tobacco or vaping devices on the bus. This prohibition includes water bottles and squirt guns.
7. Students must not have alcohol or drugs in their possession on the bus.
8. Students may neither throw or pass objects on, from, or into the bus nor put their heads or arms out of the bus windows.
9. Students may not carry any large object on the bus that creates a problem for the safe and efficient operation of the bus. Examples include large musical instruments or large school projects.
10. Students must leave or board their assigned bus at their assigned locations unless they have written parental and/or administrative authorization to do otherwise.
11. No window or doors should be opened or closed except by permission of the bus driver.
12. Upon recommendation of the driver a student may be denied the privilege of riding on the school bus for 1 day. In multiple or more severe situations, the driver and/or administrators may deny riding privileges for multiple days.
13. No glass of any kind can be permitted on a school bus.

STUDENT BUS SUSPENSION PROCEDURE:

- Any student causing a disturbance which interferes with the disciplining or safety of the driver or passengers may be suspended from riding privileges.
- In most cases, the driver should first discuss the problem with the student and then, if the conduct remains unsatisfactory, the parent/administrator should be informed of the problem and informed that suspension will follow if the student refuses to conduct himself/herself in the proper manner.
- If the student continues to conduct himself/herself improperly, the student's driver/building administrator should suspend the student for a period of not less than one or more than five days on the first suspension. This suspension must be handled using the necessary conduct forms. Notification and a copy of the conduct form with action will be sent to the Central Office.
- Any student continuing to disobey bus riding standards (after one suspension) will be suspended for an extended period on the second offense.
- Any student found guilty of vandalizing the school bus will automatically be suspended for a longer period of time, based upon the seriousness of the act, and/or will be charged for the repairs

Code of Conduct for all Academic and Extracurricular/Co-curricular Activities:

Participation by students in ECA programs ***is a privilege***. In accepting that privilege, students and their parents/guardians accept the responsibility that accompanies such participation as a representative of the student body and school community. That responsibility places the student in a position to model both citizenship and academic performance. **Consequently, any student who is involved in any ECA must adhere to the ECA Code of Conduct and submit to participation in the UCCCJSD Random Drug Testing Program.**

Academic Standards

- A. To be eligible scholastically, students must be enrolled in, and must have received passing grades at the end of the last grading period in, at least seventy percent (70%) of the maximum number of full credit subjects (or the equivalent) that a student can take. **On an eight period schedule, students must be enrolled in, and must have received passing grades at the end of the last grading period in, six (6) classes to be eligible for participation. (UCMS only! - ineligible students may become eligible if passing six (6) classes at midterm)**
- B. A student may gain eligibility for a fall ECA and/or sport by enrolling in and passing the needed summer school course(s).
- C. A student must be in attendance **by 11:30am** in order to participate in ECA activities that day. Special consideration might be given for dentist/doctor appointments, family emergencies, or school-related field trips.

Citizenship Standards

Violations of state law, school board policy, and/or building policy (including vocational school), or rules established by specific ECA/Athletic activities are subject to disciplinary action as follows:

- A. **MINOR VIOLATION** -- Violation of rules established by specific ECA/athletic activities will result in discipline administered by the coach/sponsor and/or athletic director/principal. Discipline may include suspension or removal from ECA activity/team.
- B. **VIOLATION OF ADOPTED SCHOOL POLICY AND/OR BUILDING POLICY (INCLUDING ANY SCHOOL AFFILIATED WITH UCCCJSD (WCC, Alt Ed, etc.))** -- any violation that results in suspension or expulsion from school will result in the student not being able to participate in any capacity in any and all ECA activities (including athletics) until the conclusion of the suspension or expulsion period. Violations will result in discipline administered by the coach/sponsor and/or athletic director/principal. Discipline may include suspension or removal from ECA activity/team.
- C. **FLAGRANT VIOLATIONS** -- these violations will be divided into two categories. Interviews and a review of the established facts of the violation will be conducted by any one, or combination, of the following individuals: principal, assistant principal, athletic director, and/or coach/sponsor. The administration of the suspension will be conducted by the principal/athletic director and/or coach/sponsor.

A violation will result in the following disciplinary action:

CATEGORY 1:

Selling of any substance which is or contains, but not limited to alcohol, marijuana, a stimulant, an intoxicant, a narcotic, a depressant, or a hallucinogen, steroids whether prescription or sold over-the-counter without a prescription, or any substance represented by the provider to be of any of the above mentioned substances. Selling of any paraphernalia or commission of an act that could be considered a felonious act.

First Offense	Second Offense
Will result in students not being able to participate in any capacity in all ECA activities for a one-year (365 days) period, including summer.	Will result in permanent removal from any/all ECA activities for the remainder of the student's high school career.

CATEGORY 2:

Consuming, possessing, or knowingly transporting any substance which is or contains, but not limited to: tobacco products, alcohol, marijuana, a stimulant, an intoxicant, a narcotic, a depressant, or a hallucinogen, steroids whether prescription or sold over-the-counter without a prescription, or any substance represented by the provider to be any of the listed substances. Using, possessing, or knowingly transporting any paraphernalia, or commission of an act that could be considered a misdemeanor act. ***Students who test positive in the UCCCJS Random Drug Testing Program will be held to these consequences and may be subjected to periodic re-testing to ensure compliance.***

First Offense	Second Offense	Third Offense
A tobacco/vaping offense will result in a suspension from ECA, co-curricular, and other identified activities for 27 school days and suspension from athletics for 15% of the season's contests. All other offenses will result in a suspension from ECA, co-curricular, and other identified activities for 90 school days and suspension from athletics for 50% of the season's contests. Students may reduce this penalty (excluding the tobacco/vaping penalty) by providing school administration/counselors with a substance use assessment. The student and parent/guardian will be given the names of counseling and assistance agencies that the family may want to contact for assistance. With a substance use assessment, the penalty is reduced to 45 school days for ECA, co-curricular, and other identified activities, or 25% of the athletic season's contests.	Will result in a suspension from all activities for a period of 365 days from the date of infraction.	Will result in suspension from all activities for the remainder of the student's middle school or high school career. This is specific to building (i.e. when coming to the high school the student regains a clean slate).

ADDITIONAL NOTES CONCERNING ATHLETIC SUSPENSIONS

1. The issuing of suspensions does not necessitate the involvement of law enforcement or the judiciary system. Suspensions may be issued based on a preponderance of evidence that a violation has occurred.
2. All suspensions from a sport start for the next played contest after a violation is confirmed. Suspensions will be served in consecutive contests. Suspensions will be carried over to the next athletic season or school year if the student is currently not in season or does not have enough contests/events remaining on his/her current season's schedule to serve the imposed suspension percentage.
3. Athletes must practice during the terms of suspension unless the coach or sponsor of the activity deems otherwise.
4. Contracted scrimmages, conference tournaments, and state sanctioned tournaments count as one (1) contest each when calculating suspensions.
5. When calculating percentages for suspensions, the number of contests will be rounded to the nearest whole number.
6. A student who is serving a suspension cannot join another sport to serve the suspension if the first official practice of the sport s/he wishes to join has already taken place.
7. A student must finish a season(s) in which s/he is serving an ECA suspension in good standing for the season(s) to fulfill the ECA suspension.
8. A student cannot serve an ECA suspension during an athletic season in which s/he is academically ineligible to participate.
9. Students serving suspensions will not be further penalized due to inclement weather. That is, contests/events canceled/postponed due to inclement weather will count as contests/events served toward an ECA suspension, unless a replacement contest/event is scheduled. Students must serve, at the minimum, a one contest/event suspension for any and all ECA suspensions imposed, regardless of cancellations/postponements.
10. All ECA standards apply during the entire school year and during summer.
11. Summer activities can be affected by the ECA Code of Conduct.
12. Any contest/event missed by a student due to a school suspension will count towards his/her ECA suspension.
13. Any ECA violation and/or suspensions imposed by a transferring school on a transferring student will be carried over and applied to the ECA Code of Conduct.

RIGHT TO APPEAL AN ATHLETIC SUSPENSION

The student and/or parent(s)/guardian(s) may request, in writing to the principal, a formal appeal hearing. This written request must be made within ten (10) school days after the suspension is imposed. The Athletic Council will act as the review board. The review board will meet and make a final determination within ten (10) school days of receipt by the principal of the written request for a formal appeal hearing. A two-thirds (2/3) vote (to the nearest whole number) of the review board is needed to uphold the appeal, and thus overturn the suspension. Students testing positive in the random drug testing program are not eligible for this appeal process and must follow the appeal process of the random testing program. The Athletic Council is composed of all varsity head coaches, a senior male and senior female student-athlete, the principal, assistant principal and athletic director.

DISCIPLINE-RELATED POLICIES

Quick Link to UCCCJSD policies: <https://go.boarddocs.com/in/uccc/Board.nsf/Public?open&id=policies>

You may click on the link above to find all board policies. Listed below are some policies that will be used in the discipline process when the policies are violated. This is not a complete list of policies that will be used when dealing with student discipline.

5136 and 5136.1 - WIRELESS COMMUNICATION DEVICES
5200 - ATTENDANCE
5500 - STUDENT CONDUCT
5511 - DRESS AND GROOMING
5512 - USE OF TOBACCO
5513 - CARE OF SCHOOL PROPERTY
5517 - ANTI-HARASSMENT
5517.01 - BULLYING
5520 - DISORDERLY CONDUCT
5530 - DRUG PREVENTION
5610 - SUSPENSION AND EXPULSION OF STUDENTS
5611 - DUE PROCESS RIGHTS
5771 - SEARCH AND SEIZURE
5772 - WEAPONS
7540.03 - INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY

PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES

Corrective responses provide a profound emphasis on what we want students “to do and learn”. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses and disciplinary action are to maintain a safe environment, maximize all students’ learning, and improve students’ behavior and problem-solving skills. Appropriate interventions and disciplinary action for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or disciplinary action, the following factors should be considered:

- Student’s age, developmental level and grade
- Student’s prior behavior patterns and responses to interventions
- Student’s willingness to acknowledge his/her behavior
- Student’s willingness to make restitution
- Impact of the incident on the overall school community
- Student’s intent and the severity of harm caused
- Parent/family’s type of involvement

ADAPTATION OF INDIANA CODE FOR STUDENT DISCIPLINE

Student supervision and the fostering of desirable behavior in students in regard to school purposes is a responsibility shared by the students, parents, teachers, administrators, and staff, and is subject to the rules and policies adopted by the governing body and to the supervisory authority of the school corporation administrative staff, to principals, to administrators, and to teachers and other school corporation personnel having charge of any educational function. Each teacher and any of the other school personnel shall, when pupils are under his/her charge, have the right to take any action which is then reasonably necessary to carry out or to prevent an interference with the educational functions of which he/she is then in charge.

All corporation administrators may make written rules, establish written standards governing student conduct, and take any action which is reasonably necessary to carry out, or to prevent interference with carrying out, any educational function.

Some behavior is more serious than other behavior and requires different approaches and clearly defined actions. Reprimand, probation, referral to special personnel in the school (counselor, assistant principal, principal), parent conferences, detention, suspension, and expulsion are devices available to school personnel in dealing with pupils involved in school discipline problems. Any or all of the techniques will be used; however, certain acts of misconduct will subject the student to suspension or expulsion from school.

UCCCJSD Schools utilize security cameras and video recording software to ensure student safety. Cameras and recording software are in use at all times. Recorded material is reviewable by the administration at any time and may serve as evidence for investigating student misconduct. The security camera system footage can only be viewed by school officials and law enforcement agencies.

LEVELS OF CORRECTIVE AND RESTORATIVE RESPONSES

Level 1: Classroom and Building Based Corrective Responses

Level 1 corrective responses are appropriate for unacceptable behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low-level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for unacceptable behavior that should be managed by the teacher, with possible assistance from an administrator or member of the school's student services team, if needed for access to support. These infractions will be addressed with corrective responses that will NOT include removal from school but may include in-school suspension.

Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for unacceptable behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension on the first violation, if it is a safety related behavior.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for unacceptable behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include suspension, referral for expulsion and/or referral to law enforcement.

DEFINITIONS AND EXAMPLES OF CORRECTIVE AND RESTORATIVE RESPONSES

Level 1: Classroom and Building Based Corrective Responses

Level 1 corrective responses are appropriate for unacceptable behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low-level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.

Corrective responses at this level are designed to teach and reinforce appropriate behavior and reduce the amount of instructional time students lose. Instructional responses should be used when the student's unacceptable behavior is caused by lack of knowledge of a replacement behavior, lack of reinforcement for appropriate behavior or emotional responses to stressful situations. Corrective responses should be used when a student knows and understands behavioral expectations, but situationally does not perform acceptable social behavior. Level 1 responses may also be appropriate when students have no prior behavioral incidents and instructional interventions have not been required. So, they do not repeat unacceptable behaviors, students must be afforded the opportunity to correct their behavior and engage in restoration, if appropriate for the situation.

Teachers are encouraged to use natural and logical outcomes that promote student skill development and problem-solving. Classroom teachers are responsible for implementing evidence-based responses and maintaining documentation. Common teacher responses at Level 1 may include: restatement of expectation, verbal or nonverbal redirection, proximity control, and differential reinforcement, alter seating or assignment, or natural outcomes. In some situations, classroom teachers may consult with the school's student services team to obtain access to additional schoolwide support that may be available to meet a student's needs. This might include academic support the student may require because unacceptable behavior may be related to academic skill deficits.

Additional examples of corrective and restorative responses include:

Corrective Strategy	Description
Apology Restitution	Students make amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Conference With Parent(s)/Family	Teacher communicates with the student's parent(s) by phone, email, written notes, or in person about the behavior. Could include home visit.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior (e.g., clean-up, helping another person).

Detention	Required attendance during a non-instructional time for a monitored period of time. If after school or on Saturday, parent notification is necessary.
Differential Reinforcement	Reinforcing the desired behavior while ignoring other behaviors demonstrated by the student (e.g., “catch them being good”).
Home/School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with positive practices, emphasizing teaching and rewarding appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.

In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for the student to reflect on his or her action).
Pre-arranged Brief Time Away	Students are assigned to another classroom (i.e., buddy teacher) for a brief period of time (30 minutes or less). Students must receive assignments to complete during this time and problem-solving activity.
Privilege Loss	Incentives <u>or choices</u> given for positive behavior are lost (e.g., five minutes off computer time).
Reflective Assignment	Help students understand why his/her misbehavior was wrong by having him/her complete a structured problem-solving sheet.
Teach/Reteach Student Expectations	Teach and model behavioral expectations that students are having difficulty with performing.
Role-Play	Students practice a skill or ability they need to develop in a safe space, receive real time feedback, and adjust their behavior. Applying what they learn in a simulated situation allows them to be more effective and comfortable in a real situation.

Independent Study	A course of study done by a student without an instructor or with help from an instructor but not as part of an organized class
Teach Self-Regulation Skill	Provide direct instruction of self-regulation skill(s) and develop a plan for students to access the tool/skill.
Restorative Chat (student to student or staff to student)	Structured conversation facilitated by the teacher in which the participants in the incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore the relationship.
Written Behavioral Contract	Written agreement negotiated between the student, teacher and parent. It specifies the behavior to be increased and the reinforcements to be delivered contingent upon satisfaction of the contract terms, and criterion for determining completion of the contract.

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for unacceptable behavior that is managed by the teacher, with possible assistance from an administrator or member of the school's student services team, if needed for access to support. Level 2 responses are appropriate when Level 1 responses and school-wide supports have been put into place to address a behavior, but the behavior continues to negatively impact the learning of the student and others and/or the safety of students or self. These infractions will be addressed with corrective responses that will NOT include removal from school but may include in-school suspension.

Level 2 corrective responses are appropriate for unacceptable behavior that is managed by the teacher, with possible assistance from an administrator or member of the school's student services team, if needed for access to support. Level 2 responses are appropriate when Level 1 responses and school-wide supports have been put into place to address a behavior, but the behavior continues to negatively impact the learning of the student and others and/or the safety of students or self. These infractions will be addressed with corrective responses that will NOT include removal from school but may include in-school suspension.

At this level it is appropriate for the teacher, student, parent/family, representative of the school support team, and/or administrator to conference to identify and address the cause of the unacceptable behavior and develop a strategic, corrective response. Exceptions to this level of response are offenses that are more serious in nature and require a Level 3 or Level 4 response and/or have occurred without prior opportunity to provide and document early intervention or corrective responses.

Some examples of corrective and restorative responses include:

Corrective Strategy	Description
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident. This can be supported by school counselors or social workers.
Check In-Check Out	Daily contact with an assigned adult in the school. Students see the adult before the school day starts, as well as at the end of the day. Often a behavior rating sheet is used to monitor and reinforce goal behaviors.

Community Service	Community Service Donated service or activity that is performed by students for the benefit of the school, public or its institutions.
Conference with Parent(s)	Conference with Parent(s) Administrator and teacher communicate with the student's parent(s) by phone, e-mail, written notes, or person to person about the problem. Could include home visit.
Conference with Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the student and parent an opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Detention	Required attendance during a non-instructional time for a monitored period of time. If after school or on Saturday, parent notification is necessary.
In-School Suspension	Structured, self-contained programs designed to teach and support appropriate behaviors that allow the student to complete academic assignments that mirror their classroom instruction. The student may attend for one class period, a specific amount of time or full school day. At Level 2, this response is only with administrator involvement.
Mentoring	A designated adult or older student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Parent/Family Member Attends Class With Child	Parent/Family member agrees to shadow the child and/or attends class with their child at school for an agreed upon time period during the child's school day.
Plan Review Meeting (IEP or 504 plan)	A case conference is convened to review the student's plan and recommend changes in support and interventions as are needed to address behavior problems.
Referral for Admin Mediation	Referral to mediation with an administrator for a stated incident.
Restorative Justice: Peer Mediation	Referral to school-based peer mediation program, if available, for stated incident.
Referral to MTSS Team	Referral to the school based problem-solving team (MTSS) for a targeted intervention plan.
Referral to School Guidance Counselor Social Worker	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills to address the stated incident or needed skill development
Restorative Justice: Restorative Circle or Conference	A structured process guided by a trained facilitator in which the participants involved in an incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore relationships.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up
Silent Lunch/Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period.
Temporary Classroom Removal (short-term)	The temporary, short-term removal of a student from their regular classroom to a different classroom (i.e., buddy room). There the student will complete his or her regular class work and problem-solving sheet or comparable activity.

Voluntary Restitution or Self-Designed Action(s)	Student agrees to make amends for negative actions and take responsibility to correct the harm created by his/her behavior, through a written or verbal apology.
Functional Behavior Assessment (FBA)	A process the school will use to figure out what's causing challenging behavior. The completed FBA leads to a plan, Behavior Improvement Plan (BIP), with strategies to improve the behavior.

Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for unacceptable behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension on the first violation, if it is a safety related behavior.

In-School Intervention

In-School Intervention is the removal from the classroom to an alternate location within the school to identify and implement the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors. Students will access nondisabled peers and all services are provided as written in IEP. The principal or designee has the final authority to assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the COC. Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.

In-School Suspension

In-school suspension is the exclusion of a student within the school building from his or her regular education program for up to, but not more than three (3) days per incident. In-school suspension programs are designed to teach and support appropriate behaviors and allow student instructional time to complete academic assignments. Teachers must supply all classwork related to the student's curriculum for the student to complete. Work must be turned in daily in order to receive full credit. Students with disabilities should receive the identified support services designated in their IEPs when they are referred to in-school suspension. These absences from class will be coded as in-school suspensions.

Short-Term Suspension

UCCCSJSD promotes equity and fairness in disciplinary actions. Suspensions and expulsions can have lasting effects on students and their academic success. Thus, school staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions. Short-term suspension is the removal from school for up to, but not more than two (2) school days for elementary students and three (3) days for secondary students. If an out-of-school suspension is necessary, the student will have an opportunity to hear the violations and to present his/her side of the situation before decisions about what violations have been committed and what form of disciplinary action to use. The reason(s) for the suspension and conditions for suspension will be provided in writing to the parents and student. Parents will be offered the opportunity to meet with school administrators to discuss the suspension. If the intent of the administrator is to file written charges for an expulsion, parents will be notified in writing within two (2) school days. All notices should be provided to parents in the parent's primary language, if practical. Students are permitted to make-up, for full credit, any academic work missed while on suspension. Missed assignments, homework, quizzes, tests, and exams will be made up in a timely manner for the student to receive full credit. Teachers have the responsibility to provide necessary assignments. However, absences will be coded as a suspension.

Factors to Review when Considering Out-of-School Suspension

In determining the appropriateness of out-of-school suspension, the following factors should be considered. The factors are not a rubric, but rather a decision-making tool to be used when considering whether an alternative to suspension or out-of-school suspension is warranted. Efforts shall be made to eliminate any racial disparities in school discipline, especially suspensions. School staff are charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have been over-represented among those students who are suspended, expelled, or referred to law enforcement.

- Age, grade level, and developmental stage of student
- Severity of the infraction or disruption, the student's disciplinary history and any patterns or identified behavioral antecedents
- Student's intent and expressed reasons for engaging in the unacceptable behavior
- Special learning, behavioral, or emotional needs of the student and whether these needs have been addressed through referral to a school-based problem-solving team or case conference committee, if the student has an IEP
- Student's prior response to disciplinary interventions, including positive behavior support strategies
- Student's academic progress and relative risk of lost instruction, disengagement from school and increasing the likelihood of dropping out of school
- Degree of involvement of parent support in efforts to improve student's behavior in school
- How student's culture has been considered in disciplinary and corrective responses

Upon the student's return from suspension, it is the responsibility of the administrator or designee to meet with the student and parent to develop a written corrective action plan that will include methods for changing behavior and the necessary supports to remedy the problem behavior. The plan may include services of school social worker, counselor, mental health provider (may require referral), student services team, and/or MTSS team. In addition, the plan will include a date for review and, if needed, modification of the plan.

OUT-OF-SCHOOL SUSPENSION (OSS)

This may be used as an intervention technique for disciplinary purposes. All assigned work must be completed during OSS time. Major assessments such as tests or projects over material for which the student was in class must be made up and will count. This absence does not extend any assignment deadlines. It is the responsibility of the student to get his/her work to the appropriate teacher in a timely fashion.

Parents are responsible to sign the student in and out of the program on the days assigned. Parents must accompany the student for the court date required for placement in this program. Students may not drive to the program without prior consent of the Principal or Assistant Principal.

Program Description

When a high school or middle school student is suspended from Union County for a second time, the student is required to appear in the Union County Circuit Courthouse at 8:00 a.m. the next morning. The student must be accompanied by the parent(s) or legal guardian. The student will not be allowed to enter school until he/she has met with the Judge and served his/her suspension at the Intake Center. At the informal adjustment meeting with the judge, the student and parent/guardian will sign a document stating that if the student misbehaves during his/her suspension or is a repeat offender, then the student will be assigned additional community service hours or possibly be placed on Juvenile Probation. Each school is required to submit a disciplinary report to the Judge's office the day before the student's hearing. Each school has established punishment guidelines for each school infraction and are published in the school's student handbook. After appearing in court, the court will issue an order to instruct the student to report to the Union County Intake Center. This is where a classroom has been provided and the student is under constant supervision. The parent(s), guardian, or court-approved escort are required to sign the student in each morning and out each afternoon. Class starts at 8:30 a.m. and ends at 3:00 p.m. each day, with a 30-minute lunch break. Students are required to bring a sack lunch and drink. This is a totally quiet environment with no communication between students. The OSS supervisor is required to evaluate each student and report back to the school of origin,

Court, and Probation. This report includes: attendance record, student's behavior, completed work, and comments that may be warranted. Students receive school work, and work on their assignments the entire time. The OSS supervisor makes every effort to get the student ahead in his/her studies. If a student completes all of his/her work, or fails to bring work to class, the supervisor may assign a report on a subject matter related to each class or be assigned light community work with Community Corrections. Within this program, emphasis is placed on academics and completion of homework assigned by the school within a disciplined environment. Accuracy, neatness, and good study habits are emphasized. Students in this program receive credit on a sliding scale for homework that is completed. While in this program, students are expected to abide by the OSS rules and school handbook rules.

Program Goals and Benefits

1. Reduce the number of students suspended out of school.
2. Increase adult supervision of suspended students.
3. Increase individual academic achievement otherwise lost via out-of-school suspension.
4. Increase students' knowledge of adolescent social, developmental, and health-related issues (i.e. peer pressure, alcohol, tobacco, vaping devices, other drugs, diversity, and tolerance).

EXCLUSIONS:

Exclusion means any disciplinary action where a student is suspended from school attendance for a longer period than an out-of-school suspension or expulsion. Any student may be excluded from school in the following circumstances: If the student has a dangerous communicable disease, transmissible through normal contacts, that possesses a substantial threat to the health or safety of the school community. If the student's immediate removal is necessary to restore order or to protect persons on school corporation property. This shall include conduct off school property where, on account thereof, the student's presence in school would constitute an interference with an education function or school purpose.

DUE PROCESS PROCEDURES

Union County School Corporation has provided a procedure for the handling of student suspensions and exclusions from school. The basic premise of this is fairness. A full text of the procedure is available at each school or at the school administration building upon request. The following is a summary of that procedure:

SUSPENSION: Grounds for suspension include conduct constituting grounds for expulsion and any other violations of rules and standards of behavior as set forth by building administrators. A student may be suspended from school attendance for up to ten (10) school days. The following procedures apply for suspensions:

Any Principal may suspend a student for conduct constituting grounds for expulsion or suspension. Such suspension shall be made only after the Principal has made an investigation thereof and has determined that such suspension is necessary to help any student or to prevent interference with an educational function or school purpose.

1. No suspension may be made without affording the student an opportunity for an informal hearing. At the informal hearing, the student is entitled to a written or oral statement of the charges against him/her; and, if he/she denies the charges, a summary of the evidence against him/her and an opportunity to explain his/her conduct.
2. Notice of, and the informal hearing, shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and informal hearing shall follow as soon as reasonably possible after the suspension.
3. Within twenty-four (24) hours, or such additional time as is reasonably necessary, following such a suspension, the school shall send a written statement to the student's parent describing the student's conduct, misconduct, or violation of any rule or standard and the reasons for the action taken. The Principal shall make a reasonable effort to hold a conference with the parent before or at the time the student returns to school. Failure of the parent to participate in a conference with the Principal does not justify extending the period of the student's suspension.

Level 3 corrective and restorative responses may include:

<i>Corrective Strategy</i>	<i>Description</i>
In-School Suspension	Structured, self-contained programs designed to teach and support appropriate behaviors that allow students to complete academic assignments that mirror their classroom instruction. Students may be referred for one class period, a specific amount of time or full school day, not to exceed 3 days.
Loss of Privileges (Outside of School Hours)	The loss of privileges such as attending events not during school hours, removal from athletic teams or clubs and/or exclusion from specified activity.
Out-of-School Suspension	Temporary removal of a student from school for a period of 1-3 days. During an out of school suspension, the student is prohibited from attendance at school or any school related event.
Plan Review Meeting (IEP or 504 plan)	The student's IEP or 504 plan is reviewed through a manifest determination review conference. Behavior intervention Plan (BIP) is revised or developed to address the problem behavior. The BIP is based upon a functional behavioral assessment.
Referral to MTSS or School Based Team	The student will be referred to the MTSS or School Based Team for development of interventions and support.
Referral to School Guidance/Social Worker	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills and relationships to address the stated incident.
Restitution	Repayment of damages or loss
Restorative Justice: Formal Conference	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship(s).
Service at Approved Program	Assignment of not more than 120 hours of service with a nonprofit organization operating near the school. Parent permission required. Must develop a plan outlining expectations, obligations of the non-profit organization, and obligations of school, including monitoring.
School Based Alternative to Suspension Option	A short-term school-based option designed to educate the student about anger management and conflict resolution and to deter future student behavior. Generally, this is used as an alternative to out-of-school suspension and to reduce the number of days of a student suspension. Participation in this program is for a designated amount of time.

Suspension of Driving Privileges	IC 9-24-2-1 lists legal requirements for driving privileges. The Bureau of Motor Vehicles can be contacted to suspend driving privileges or invalidate learner's permit of individuals under 18 if the student is under at least a second suspension from school (IC 20-33-8-14). Prior notice of this consequence is advised.
Tobacco, Alcohol, or Drug Alternative Program	A short-term program designed to educate the student about tobacco, alcohol, and/or drugs and to deter future use. Generally, this is used as an alternative to out-of-school suspension and/or shortening the length of suspension. This can be a school-based program for a designated amount of time.
Suspension of Driving Privileges	IC 9-24-2-1 lists legal requirements for driving privileges. The Bureau of Motor Vehicles can be contacted to suspend driving privileges or invalidate learner's permit of individuals under 18 if the student is under at least a second suspension from school (IC 20-33-8-14). Prior notice of this consequence is advised.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. Corrective responses at this level could include extended suspension (not to exceed 5 days), referral for expulsion and/or referral to law enforcement. Often behavior incidents at this level require school police involvement because the behavior violates the criminal code of Indiana. Prosecution and adjudication of criminal violations occur separately from the administration of school procedures. In determining the response to serious violations, the administrator should consider the factors impacting decisions related to consequences outlined in Level 3.

A student can be suspended while waiting on the hearing to determine expulsion. The superintendent, or the person designated by the superintendent, may extend a principal's 5 school-day suspension of a student until the time of the expulsion decision if it is determined that the student's continued suspension will prevent or substantially reduce risk. Risk includes (1) interference with an educational function or (2) a physical injury to the student, other students, or school employees. However, a student may not be suspended until the proposed expulsion is heard if the school administrator and the district hearing officer agree that the educational process would not be at risk if the student returned to school before the hearing.

If an expulsion is recommended for a non-disabled student, parents will receive notice by certified mail of the date, time and location of the expulsion meeting. This documentation will notify the parent if the student's suspension has been continued pending the outcome of the expulsion meeting. In the expulsion meeting, a representative from the school presents evidence to support the request for an expulsion. The student and parent will have an opportunity to respond to the evidence. Following the meeting, the expulsion examiner will make a decision about expulsion.

The results of an expulsion meeting could be one of the following:

- Student may be returned to the school with no further consequences;
- Student may be returned to the school on probation with stipulations;
- Student may be offered an alternative placement with a waiver being signed prior to placement; or
- In extreme cases, the student may not be offered educational options, thus an expulsion will occur.

EXPULSION/EXCLUSION:

Expulsion means disciplinary action whereby a student is suspended at least for the balance of the current semester or up to the remainder of the school year, not to exceed one calendar year. The following procedures shall be followed before a student is disciplined by an expulsion or is excluded:

1. A written charge shall be filed by the principal with the superintendent within the five-day suspension period requesting expulsion or exclusion. A copy of the written charge shall also be sent to the student and the parent by certified mail.
2. The superintendent decides that there are reasonable grounds for investigation or that an investigation is desirable, he/she shall, within one (1) school day after such charge is filed, appoint a hearing examiner.
3. The hearing examiner shall, within two (2) school days after his/her appointment or within four (4) school days after his/her appointment if additional time is reasonably necessary, send a statement to the student and his/her parent explaining the procedure for requesting a hearing upon the charges. The statement shall specify that to initiate a hearing, the student or his/her parent must deliver a written request to the hearing examiner in person or by registered or certified mail within ten (10) calendar days after receipt of the hearing examiner's statement.
4. The hearing examiner's statement shall also include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for exclusion or expulsion. This shall include a summary of the evidence to be presented against the student but this provision shall not be technically interpreted if there is a good faith effort to make such a statement.
 - b. The penalty, if any, the principal or his/her designee has requested and any other penalty to which the student may be subject.
 - c. A description of the hearing procedures provided by this chapter.
 - d. A statement that the student, his/her parent or other representatives, including counsel, may examine his/her academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and has a right to know the identity of the witnesses to appear against him/her, except where the release of the witnesses' names may, in the opinion of the hearing examiner, subject them to unreasonable harassment.
 - e. A statement that before expulsion or exclusion can be invoked, the student has a right to a hearing, upon request, on the specified charges.
5. If a hearing is not requested within ten (10) calendar days following receipt of this statement, all rights, administratively and judicially, to contest and appeal the punishment requested in the charge by the principal or his/her designee are waived.
6. If a hearing is requested, the hearing examiner shall within two (2) school days after the request is made or within four (4) school days after it is made if additional time is reasonably necessary, give notice to the student and his/her parents of the time and place for the hearing.
7. The hearing concerning a student expulsion or exclusion shall be initiated within ten (10) days of the time the student is suspended from school unless it cannot be reasonably initiated within such time or unless the student, his/her parent, or representative requests a delay of the proceedings.
8. At the expulsion meeting, the principal (or designee) will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student's position. An attorney may not represent the student at the expulsion meeting, but the attorney may be available for consultation outside the meeting room during the course of the meeting.
9. Notice of the hearing examiner's findings and recommendations and the superintendent's determination shall be sent by certified mail or given by personal delivery to the student and his/her parent within two (2) school days after the superintendent's determination is made.

10. The student or parent has the right to appeal the decision of the person conducting the expulsion meeting to the school board within 10 days of the receipt of notice of the action taken. The student or parent's appeal to the school board must be in writing. If an appeal is properly made, the board must consider the appeal unless the board votes not to hear the appeal. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both the school administration and the student and/or the student's parent(s). The board will then take any action deemed appropriate.

Level 4 corrective and restorative responses may include:

Corrective Strategy	Description
Probationary Contract	The district administrator may develop an alternative disciplinary contract. This written document between the student, parents, school administrator and district administrator will outline consequences, responsibilities, and the designated contract period. The contract will be monitored and if the contract is not completed, an alternative Level 4 action will be recommended for the student.
Assignment to Special Program or Alternative Program	Assignment by district administrator to an alternative school or specialized program for a designated period of time.
Alternative Placement Pending Expulsion IAES (Interim Alternative Educational Setting) Diversion Program	<p>Assignment by district administrator to alternative school or program pending an expulsion. (Note: This is likely a change in placement rather than a number of days of expulsion)</p> <p>IAES is recommended for a student with an IEP for up to forty-five (45) calendar days without parental consent for:</p> <ul style="list-style-type: none"> ● Possession of dangerous weapons in school or at school functions; or ● Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or ● Serious bodily harm
Expulsion	The removal of the right and obligation of a student to attend public school under conditions set by the Board of School Commissioners and for a period of time not to exceed the remainder of the semester and school year or one year from the behavioral incident. Expulsions may be imposed with or without continuing educational services.

DISCIPLINARY LEVELS OF RESPONSE

Corrective and restorative responses to behavioral concerns include both instruction and appropriate disciplinary action to support students' development of appropriate behavior. The use of disciplinary action should be carefully planned with well-defined outcomes in order to provide the greatest benefit to the student. Responses to incidents of unacceptable behavior or discipline referrals in Indianapolis Public Schools are classified as Level 1, Level 2, Level 3 or Level 4.

When deciding what correctional or disciplinary action should be taken, the teacher, administrator or designee shall consider the student's age, exceptionality, ENL status, previous conduct, intent and severity of the incident. Administrators are expected to administer disciplinary action and support in a progressive manner. The underlying principle is to use the least severe and intrusive response that is appropriate to respond to the unacceptable behavior. Administrators should increase the severity of the response if the unacceptable behavior continues or is severe, despite planned corrective and restorative responses. The following discipline guide is designed to offer consistency across the district so that students are disciplined fairly and equitably from school to school when their behavior requires a corrective, restorative or instructional response or disciplinary action. **While this document serves as a guide, administrators will have discretionary authority to bypass the levels and consequences in any situation.**

LEVELS OF RESPONSE

KEY: A VARIETY OF CORRECTIVE AND RESTORATIVE RESPONSES MAY BE USED PROGRESSIVELY, BEGINNING WITH THE LOWEST LEVEL

Level 1: Classroom and Building-Based Corrective Responses May be appropriate for unacceptable behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. May be appropriate when a student has no prior incidents and interventions have not been put in place.	Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses May be appropriate for unacceptable behavior that should be supported by the teacher and collaborative team, including parent/family. Also, appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. Corrective responses will NOT include removal from school but may include in-school suspension.	Level 3: Intensive Personalized Corrective Responses May be appropriate when interventions and supports have been put in place and/or the behavior significantly affects the student and/or the learning and safety of others. Level 3 responses to behavioral incidents may include in school or out of school suspension on the first violation, if it is a safety related behavior. In-school suspension should be considered prior to using an out-of-school suspension.	Level 4: Corrective Responses for Serious Violations May be appropriate when a student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to enforcement
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District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 1: Attendance					
Be Responsible	Arrive to school and class on time	1. Tardiness: A student who comes to school late but within the first half of the day is considered tardy. A student who comes to school any time after the first half of the day is considered absent one-half of the day. See School Handbook for Attendance Policy	*	*			
Be Responsible	Attend all classes on time	2. Cutting Class: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration. See School Handbook for Attendance Policy	*	*			
		Section 2: Student Dress					
Be Responsible	Dress in clothing that follows the school dress code	See Student Handbook for Dress Code Policy	*	*			
		Section 3: Academic Dishonesty					
Be Responsible	Keep official papers in original form	1. Altering Report Cards or Notes: Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses.	*	*			
Be Responsible	Do/turn in your own work	2. Cheating: Violating rules of honesty such as copying another student's test, assignment, etc. This includes the use of unapproved technological devices for academic gain.	*	*			

Be Responsible	Do/turn in your own work	3. Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own.					
		Pre-K to 2	*	*			
		3-12	*	*	*		
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 4: Improper Use of School Technology					
Be Responsible	Follow copyright rules	1. Violating Copyright Provisions Pre-K to 2 3-12	* *	* *	 *	 	
Be Responsible	Use computers carefully in approved ways	2. Damaging Computer Hardware or Software	*	*	*		
Be Responsible	Access/use only approved computer files or cloud storage	3. Accessing School Records or Another Person's Information or Files without Permission Pre-K to 2 Grades 3-12	 *	 * *	 *	 	

Be Responsible	Access/use only approved computer files or cloud storage	4. Accessing School Records or Another Person's Information or Files without Permission	*	*	*	*	
Be Responsible	Use computers and cloud storage in approved ways	5. Bypassing Security Policies/Filtering Pre-K to 2 Grades 3 to 12	*	*	*	*	
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 5: Disrespectful Behavior					
Be Respectful	Listen and focus when adults are talking to you	1. Disrespectful Behavior Using verbal insults, put downs, corresponding orally in a rude manner to a staff member or adult in authority and/or Gestures/signs that convey an offensive/obscene message.	*	*	*	*	
Be Respectful	Use gestures and body language appropriate for school settings	2. Gestures Making any sign that conveys an offensive/obscene message.	*	*	*	*	
Be Respectful	Use positive school language	3. Swearing/Profanity: Using language that is offensive or obscene.	*	*	*	*	

Be Respectful	Tell the truth when speaking and writing	4. False Information: Providing false or misleading information, written or oral including bullying).	*	*	*		
Be Respectful	Have only approved material and picture	5. Derogatory Written Materials Having any written or electronically generated material or pictures that convey an offensive/obscene message	*	*	*		
Be Respectful	Act/interact in Ways appropriate for school settings	6. Sexual Behavior Participating in inappropriate sexual behavior including but not limited to sexual harassment, sexual acts, or public indecency on school property, at school activities, going to or from school events, or at any time where the behavior may interfere with school purposes. Pre-K to 2 Grades 3 to 12 (Must file report with District Title IX Office)	*	*	*	*	*
Be Respectful	Have and share only approved material and pictures	7. Pornographic Material: Possession and/or distribution of pornographic material that would reasonably be considered offensive by IPS an	*	*	*		*
	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 6: Possession or Misuse of Personal Property					
Be Responsible	Use toys only in approved	1. Toys: Use of any toys, games, etc. without permission of the administration (<i>toy weapons may result</i>	*	*			

	ways	<i>in more severe consequences).</i>					
Be Responsible	Use devices only in approved ways	2. Listening, Recording and Electronic Devices: Use of digital media player or electronic devices without permission of the administration.	*	*			
Be Responsible	Use objects only in approved ways	3. Other/Objects: Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys.	*	*			
Be Responsible	Use cell phones only in approved ways	4. Cellular Telephones Device: Use of a cell phone during school hours without permission and on the school bus.	*	*			
Be Responsible	Use of cell phones only in approved ways	5. Cellular Telephones and Electronic Recording Use of cell phone to record a violent act or fight and/or post a violent act or fight on social networking pages during school hours or at school activity.			*	*	*
Be Responsible	Use of cell phones only in approved ways	6. Sexting (board policy) Use of cellular telephone to record, possess, view, send, or share pictures or text having acts of sexual content while in school, on school grounds, at school-sponsored events, or on school buses and other vehicles provided by UCCCJSD.				*	*
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 7: Failure to Comply					
Be Respectful	Work in class and complete	1. Refusal to Work in Class: Failing to do assigned work in class or complete homework.	*	*			

	homework					
Be Respectful	Tell who you are when asked by staff	2. Refusal or Failure to Identify Oneself: Failure to identify oneself when requested by a staff member or adult in charge.	*	*		
Be Respectful	Report to the office when directed by staff	3. Refusal to Report to Office: Failure to report to the administrative office as directed by a staff member.	*	*		
Be Respectful	Follow directions from staff members or adults in authority	4. Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority after multiple opportunities: Failure to follow any reasonable direction given by a staff member or adult in authority	*	*		
Be Respectful	Serve assigned detentions	5. Refusal to Serve Detention: Failure to serve detention as directed	*	*	*	
Be Respectful	Report to in school alternatives when directed by staff	6. Refusal to Participate in In-School Alternatives or Programs: Failure to report to in-school alternatives or programs as directed by staff	*	*	*	
Be Responsible	Get approval before leaving assigned area	7. Leaving Without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.	*	*	*	
Be Responsible	Follow directions to stay safe.	8. Failure to comply with a safety directive Failure to follow a safety directive that will keep all students and staff safe during a crisis or emergency situation.		*	*	

District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 8: Disruptive Behavior					
Be Respectful	Remain in your seat per classroom guidelines	1. Refusing to Remain in Seat: Getting out of a seat or moving seat without permission of a staff member.	*	*	*		
Be Respectful	Act/interact in ways that promote a safe, positive school climate	2. Horseplay: Rough or noisy play or pranks.	*	*			
Be Respectful	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	3. Classroom Disruption Any other personal action that disrupts or interferes with student engagement, educational activities or school environment. (i.e. talking out in class or out of turn, throwing objects and other behavior that distracts from student learning)	*	*	*		
Be Respectful	Use fire alarms or make emergency calls only in emergencies	4. False Alarms: False fire alarm or false emergency calls. Pre-K to 2 Grades 3 to 12					
					*	*	*
						*	*
Be Safe	Act in a way that maintains a safe,	5. Serious Disruption Behavior that significantly disrupts the classroom or larger school environment. Conduct which results in or likely to result in serious bodily injury, substantial			*	*	*

	peaceful, productive school setting.	property damage, or may place others at risk of injury.					
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 9: Intimidation/Threats/Bullying					
Be Respectful	Treat others in ways that promote feelings of safety and security	1. Harassing/Teasing/Instigating: Unwelcome behavior that is intended to disturb, provoke, or upset another; characteristically is repetitive. (i.e verbal confrontation)	*	*	*		
Be Respectful	Treat others in ways that promote feelings of safety and security	2. Bullying (verbal, cyber, emotional, social, physical) Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Pre-K to 2	*	*	*		

Be Respectful	Treat others in ways that promote feelings of safety and security	3. Bullying - Verbal Saying mean things. It can include teasing, name-calling, inappropriate, sexual comments, taunting, or threatening to cause harm. (Grades 3 to 12) (A no-contact agreement is appropriate at first offense)		*	*	*	*
		4. Bullying - Physical Hurting a person's body or possessions. It includes hitting/kicking/punching, spitting, tripping or pushing, taking or breaking someone's things, and making mean or rude hand gestures. (Grades 3 to 12)		*	*	*	*
Be Respectful	Treat others in ways that promote feelings of safety and security	5. Bullying - Electronic Cyber-bullying, collective or group note writing, any bullying undertaken through the use of electronic devices (computer, cell phones, electronic device, other wireless devices). (Grades 3 to 12) (A no contact agreement is appropriate to use for first step)		*	*	*	*
		6. Bullying - Social/Relational Hurting someone's reputation or relationships. Social bullying involves telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone, or embarrassing someone in public (Grades 3 to 12) (A no contact agreement is appropriate to use for first step)		*	*	*	*
		7. Threatening: A threat to strike, attack or harm another student in written or verbal form. Pre-K to 2 Grades 3-12	* * *	* * *	* * *		

		8. Threatening Behavior Directed at Staff Member or Adult in Authority: A threat to strike, attack or harm a staff or adult in authority in written or verbal form. Pre-K to 2 Grades 3-12	*	*	*	*	
		9. Disability Harassment/Racial Harassment: Harassment is based on a disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating. Racial harassment is bullying based on the basis of race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating. Pre-K to 2 Grades 3 to 12	*	*	*	*	
		10. Harassment Based on Sex: Harassment or bullying on the basis of sex is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct such as harassment based on gender stereotyping. <i>(Must file report with District Office)</i>	*	*	*	*	

Be Safe	Act/Interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security for others	11. Group or Gang Involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group.			*	*	*
Be Safe	Treat others in ways that promote feelings of safety and security	12. Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.				*	*
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 10: Possession of Explosives/Ammunition					
Be Responsible	Possess and use only approved items	Possession or Use of Fireworks and/or Ammunition Using or possessing any explosive device (i.e. fireworks, ammunition, etc..			*	*	*
		Section 11: Gambling					

Be Responsible	Engage only in approved activities	Gambling Playing a game of skill or chance for money or anything of value.		*	*		
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 12: Reckless Vehicle Use					
Be Safe	Use any motorized or self-propelled vehicle in safe, nondisruptive ways	Reckless Vehicle Use Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health and safety or as a disruption to the educational process.			*	*	*
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 13: Trespassing					

Be Respectful	Enter school property only with approval	Trespassing Entering any school property or into school facilities without proper authority. Includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion.			*	*	*
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 14: Theft/Stolen Property					
Be Responsible	Have others' property only with owners' permission	1. Possession/Minor Theft: Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250.		*	*	*	
Be Responsible	Use others' property or school property with care	2. Possession/Major Theft: Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250.		*	*	*	*
Be Responsible	Use property of the school and others with care	3. Causing Major Damage, Vandalizing School Property or the Property of Others: Financial restitution may be required			*	*	*

District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 15: Arson					
Be Safe	Handle fire in approved ways/ settings	Arson Setting fire to or damaging any school building or property				*	
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 16: Illegal Conduct					
Be Safe	Engage in activities that follow local, state and federal laws	1. Threat of Illegal Conduct Threat of engaging in a law violation of any kind that constitutes a danger to the safety of others. This must be supported by reasonable belief or student history.				*	*
Be Safe	Engage in activities that follow local, state and federal laws	2. Illegal Conduct Involvement in any conduct, misdemeanor or felony, as defined by state or federal law, on school premises, during a school event, or on the way to and from school.				*	*
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer

		Section 17: Prohibited Substances					
Be Safe	Use only in legal ways that align with UCCCJSJ policy	1. Tobacco Products: Possession and/or use of any tobacco product. Tobacco products and matches/lighters will also be confiscated. Including e-cigarettes and vapes . Counseling referral	*	*	*	*	1st offense and 2nd offense will be drug prevention
		2. Alcohol, Narcotics, Drugs or related paraphernalia Possession, use, and/or under the Influence of any amount of alcohol, narcotics, controlled substances including over the counter drugs or related paraphernalia on the way to and from school or at a school sponsored event. Counseling referral			*	*	*
		3. Alcohol, Narcotics, Drugs including over the counter drugs or related paraphernalia Evidence of selling, giving, or delivering alcohol, narcotics, controlled substances including over the counter drugs or related paraphernalia. Counseling referral			*	*	*
		4. Look-alike Alcohol, Narcotics, Drugs including over the counter drugs or related paraphernalia Possessing, selling, or using look-alike drugs or items attempted to be passed off as drugs.			*	*	*
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 18: Weapons If weapons are confiscated, they will not be returned.They will be given to the proper authorities for disposal.					

Be Responsible	Possess/use of deadly weapon or device per UCCCJSJSD policy	1. Look alike weapons Possessing or implementing look-alike as a deadly weapon on school property, school bus, or school events		*	*		
		2. Knife, razors, box cutters, pocket knife Intentionally, knowingly, or recklessly carrying on or about the student's person a location restricted knife on school property or at a school-related event.			*	*	*
		3. Knife, razors, box cutters, pocket knife Threat of use or using a location restricted knife on school property or at a school-related event.				*	*
	Possess/use of deadly weapon or device	5. Possession of Deadly Weapon: A handgun (loaded or unloaded), Taser, electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.				* Expulsion	*
District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 19: Injury to Others					
Be Respectful	Act/interact with friends, peers, or an adult in ways that promote safe, positive school settings and do not	1. Physical Aggression: Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.					
		Pre-K to 2	*	*	*	*	
		Grades 3 to 12		*	*	*	

	lead to possible injuries					
		<p>2. Fighting:</p> <p>Mutual, intentional participation in a physical altercation between two or more persons with no one main offender and no major injury. Fighting does not include verbal confrontation, intentional contact that does not cause serious bodily harm, or self defense.</p> <p>Pre-K to 2</p> <p>Grades 3 to 12</p>	*	*	*	*
Be Safe	Handle objects in ways that promote safe, Positive school settings and do not lead to possible injuries	<p>3. Throwing Objects:</p> <p>Throwing any object that may cause injury in any part of the school on school grounds, at school events or at school vehicles.</p> <p>Pre-K to 2</p> <p>Grades 3-12</p>		*	*	*
Be Respectful	Act/interact in ways that promote safe, positive school settings and do not lead to possible injuries	<p>4. Battery:</p> <p>More than fighting, battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, rape, molestation or criminal recklessness.</p> <p>Pre-K to 2</p> <p>Grades 3-12</p>			*	*

District wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	L e v e l 1	L e v e l 2	L e v e l 3	L e v e l 4	Must Be Referred to School Police Officer
		Section 20: Probationary Contract Broken					
Be Responsible	Follow all parts of probationary contracts	Violation of a Level 4 Probationary Contract Violation of Probationary Continued Education Agreement				Expulsion	
		Section 21: Habitual Offender					
Be Responsible	Follow all rules	Repeated Rule Violations Repeated rule violations; Suspension may only be in combination with request for Expulsion <i>and</i> documentation of MTSS process.			*	*	
		Section 22: Transportation					
Be Safe	Follow all bus safety rules	1. Unsafe Acts: Standing or moving about, head or hands outside of the bus, opening doors or windows. Eating or drinking on the bus.	*				
	Interact with the bus driver and others in ways that allow yourself and others to ride on the bus safely	2. Disruptive Behavior: Uncooperative with the driver/bus monitor, loud and boisterous. Not in the assigned seat or riding an inappropriate bus. Throwing objects.	*	*	*		

		3. Violating the Safety and Rights of Others: Interfering with the safety of others, distracting driver or vandalizing bus, includes disrespectful behavior, injury to others and bullying/harassment.		*	*	*	*
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GLOSSARY OF TERMS

Aggression: Behavior resulting from escalated anger. It is associated with physical behavior with the intent to cause harm or dominate.

Anger: A psychological state of strong emotion expressing displeasure towards someone or something because of a feeling of injustice or injury.

Battery: A physical act that results in harmful or offensive contact with another person without that person's consent.

Behavior Intervention Plan (BIP): A written plan designed to teach and support a student to learn new and/or replacement behaviors for inappropriate behaviors. The plan defines strategies to guide staff actions, supports student's needs, and tools for monitoring student growth.

Chronic Inappropriate Classroom Behavior: When a student's inappropriate behavior continues even after **all** preventative and level 1 intervention techniques have been employed and recorded. When behavior is identified as chronic, a targeted intervention or individualized support plan or MTSS referral is indicated.

Conference: A communication that takes place face to face or by telephone to discuss a problem or situation.

Conflict Resolution: A process used by a neutral party to solve problems, build agreement and reduce aggression between parties involved in a conflict.

Consequence: A result or outcome that follows an action, behavior or situation.

Copyright: The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.

Corrective Responses: Responses to inappropriate behavior intended to teach, problem solve, and increase the likelihood that students will display appropriate replacement behavior. They provide an emphasis on what teachers want students “to do”. They are based upon a student’s individual needs.

Criminal Behavior: Any behavior that is considered an infraction against the law.

Culturally Responsive Teaching: When teachers are effective with students of diverse backgrounds, knowledgeable about, and attuned to their students’ backgrounds, cultures, and experiences and know how to incorporate them into their curriculum and pedagogy.

Cyberbullying: The use of information and communication technologies to support deliberate, repeated, and hostile or psychologically intimidating behavior by an individual or group with the intention of physically or psychologically intimidating others.

Defiance: A daring or bold resistance to authority or to any opposing force.

Disobedience: Failure or refusal to obey rules or someone in authority.

Disruption: Disturbance or problem which interrupts the educational process.

Disciplinary Equity: Means that personal circumstances such as gender, ethnic or family background are not obstacles to achieving fairness in disciplinary actions.

Expulsion: Removal or banning of a student from school due to persistent violation of the Student Code of Conduct or for a single offense of marked severity,

Fighting: Mutual, intentional participation in a physical altercation occurring between two or more persons with no one main offender and no major injury. Fighting does not include verbal confrontation, intentional contact that does not cause serious bodily harm, or self defense.

Functional Behavioral Assessment (FBA): An assessment process used to gather information pertaining to the cause or why an inappropriate behavior occurs. The information is used to develop a behavior support or intervention plan and guide the development of interventions.

Individualized Educational Program (IEP): A plan required for students with disabilities that includes goals, supports,

services, criteria for measurement of goals and evaluation of progress toward reaching goals.

In-school Intervention – Any temporary removal of a student from their regular classroom(s) or daily class schedule for disciplinary purposes to another setting (e.g., an alternate classroom in their school) where the student remains under the direct supervision of school personnel (direct supervision means school personnel are physically in the same- location as students under their supervision).

Logical Consequence: Responses that are directly related to student’s behaviors to help students fix their mistakes. Goal of logical consequences is to help students develop internal understandings and self-control.

Mentoring: The act of guiding, advising, listening to and acting as a role model for another over a period of time.

Multi-tiered System of Support (MTSS): A framework of support at all levels of instruction and behavioral support that are systemically in place to help all students succeed. Multi-tiered instruction and interventions are driven by the needs of students, problem solving and research-based interventions.

Natural Consequences: Realistic outcomes of an action. They can occur without an act of enforcement on the part of adults.

Non-Exclusionary Discipline: Responses to behavioral infractions that prevent a student from being excluded from instruction and school related activities. Such responses include instruction, correction, natural consequences and restoration.

Out-of-school suspension – Any temporary removal of a student from their regular school for at least a half day and up to 5 days consecutively for disciplinary purposes to another setting (e.g., home, behavior center).

Physical Aggression: Behavior causing or threatening physical harm toward others. It includes hitting, kicking, biting, using weapons, and breaking others’ possessions.

Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own.

Positive Behavioral Supports: Refer to culturally appropriate strategies designed to prevent behavior problems while teaching socially appropriate behavior. This approach incorporates proactive structures and interventions, not punitive strategies, to support behavior change.

Punishment: A response to a behavior with the goal of enforcing compliance with rules or to stop a behavior by using external controls.

Restorative Justice – A theory of justice that emphasizes seeking to repair rather than to punish when there is harm, using practices that:

- a. Bring understanding to how harm took place, its root causes and impacts; b. Include those involved and affected by the harm;
- c. Seek to support the needs of all involved;

Restorative Practices: Practices that help students understand the impact of their behavior both on themselves and on others, take responsibility for their behavior, repair any harm done and restore relationships. The continuum of restorative practices include affective and restorative language, affective questions, impromptu restorative chats, group or circle peer mediation and formal conference.

Self-Defense: A protective action taken to remove or protect oneself from harm's way by walking away, covering up or acting in a manner deemed by administration as appropriate for the situation.

Serious Bodily Injury: Means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss of impairment of the function of a bodily member, organ, or mental faculty.

Social Emotional Learning (SEL): The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Social-Emotional Interventions: Focus on developing competences that support caring and effective relationships. The competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Suspension: Any disciplinary action whereby a student is separated from school attendance for a period that does not constitute an expulsion.

Trauma-Informed Practices: Educational practices grounded in an understanding that adverse childhood experiences in the lives of children impact learning, behavior, and relationships at school. Practices include teaching students to manage their emotions, ensuring that students and staff are physically and emotionally safe, and nurturing connections and relationships.

Unsafe Action: Any action that has the potential to cause danger or physical harm to self or others.

Verbal Aggression: An assault on another's self-concept, including use of profanity.

Violence: Physical behavior by a person with the goal or intent of personally or permanently injuring another. Most often, the motivation is grounded in a belief system that values aggression and violence.

ATTENDANCE PROCEDURES

A maximum of five (5) days per semester and ten (10) days per school year will be excused. Students must have documentation from a doctor, court, or facility for every absence above and beyond the maximum.

If a student has a doctor's note stating that the student should be out for a certain amount of time, those days will not count against them. Documentation must be received by the front office within 24 hours of doctor visit. Parents/Guardians may have the doctor's office fax the paperwork to the school office, emailed, or parent/guardian may bring it in person.

- At three (3) unexcused days absent, a 3 day unexcused absence letter will be sent home, the school social worker will meet with the student to discuss possible barriers, and the social worker will contact the parents/guardians to address barriers.
- At five (5) unexcused days absent, a 5 day unexcused absence letter will be sent home, the school social worker will arrange a meeting with the parent and administrator, and meet with the student again to address barriers.
- At five (5) excused days absent, a 5 day excused absence letter will be mailed, the school social worker will meet with the student to discuss possible barriers, contact the parents to explain the new law and attendance levels.
- At seven (7) unexcused days absent, a 7 day unexcused absence letter will be sent, the principal/designee will make contact with the parents, (possible home visit made), school social worker will meet with the student to address barriers.
- At ten (10) unexcused days absent, a ten day unexcused absence letter will be sent, a home visit will be made by the attendance clerk and school resource officer, a call to DCS and the county prosecutor will be made (per new state law), and the superintendent of schools will be notified.
- At ten (10) excused days absent, a 10 day excused absence letter will be sent, the corporation attendance officer will contact the parents and explain how absences are now calculated from this point forward. (After 10 excused absences, all absences following will be considered unexcused unless a doctor's note is provided).

Any action taken will be dependent on the reasons for the absences and will be dealt with on an individual basis. A waiver process is available.

SPECIAL SERVICES/ACADEMIC ASSISTANCE

RtI (Response to Intervention):

RtI is a framework for prevention, advancement, early intervention, which involves determining whether all students are learning and progressing optimally academically, socially, emotionally, and behaviorally when provided with high quality instruction that addresses all aspects of the students. Students are recommended to participate in RtI for various reasons including, but not limited to the screener scores, teacher recommendation, standardized test scores, grades, academic difficulties, behavioral concerns etc.

SECTION 504 of the Rehabilitation Act of 1973:

Section 504 is federal legislation from the 1973 Rehabilitation Act. It assures students, who are eligible, reasonable accommodations in the educational setting to address their disability. A student who has a medically documented physical or mental handicap that substantially interferes with one of life's major functions, such as walking, seeing, hearing, speaking, breathing, learning, or working is eligible based on a 504 conference recommendation. A student may also qualify by having an impairment that is temporary due to an accident or illness. A 504 accommodation plan is designed for each student according to individual need. Please see your counselor for additional information regarding Section 504.

Background Checks for Volunteers

All volunteers in the Union County College Corner schools will be subject to a limited criminal history check. There is no cost to the volunteer. The only requirement for volunteers is giving their birthdate to school personnel. The school where the individual is volunteering will complete the limited criminal history check and keep the record on file. These limited criminal history checks will need to be updated annually. Examples of volunteers who need a background check include volunteer coaches, classroom volunteers, field trip chaperones, dance chaperones, volunteers at athletic events, and workers not under the direct supervision of school personnel (electricians, construction workers, etc.) People who make deliveries to our buildings do not require a background check. Should there be any question as to whether an individual requires a background check, contact the Superintendent. These limited criminal history checks should not be confused with the background check that is required of employees. That background check is completed by the individual on our website.

Dog Searches

Please see Board approved NEOLA Policy #5771. Dogs are used occasionally to search lockers, vehicles, etc. per this policy.

Dress Code Guidelines

Students and parents share the responsibility for making sure that students maintain a healthy and respectful appearance while attending school and school activities. Student appearance must not cause a disruption to the educational process, must not cause a distraction, and must not interfere with school purpose. Disciplinary action will be taken by administration when students fail to adhere to the school dress code. The best advice is: **“When in doubt, rule it out.”**

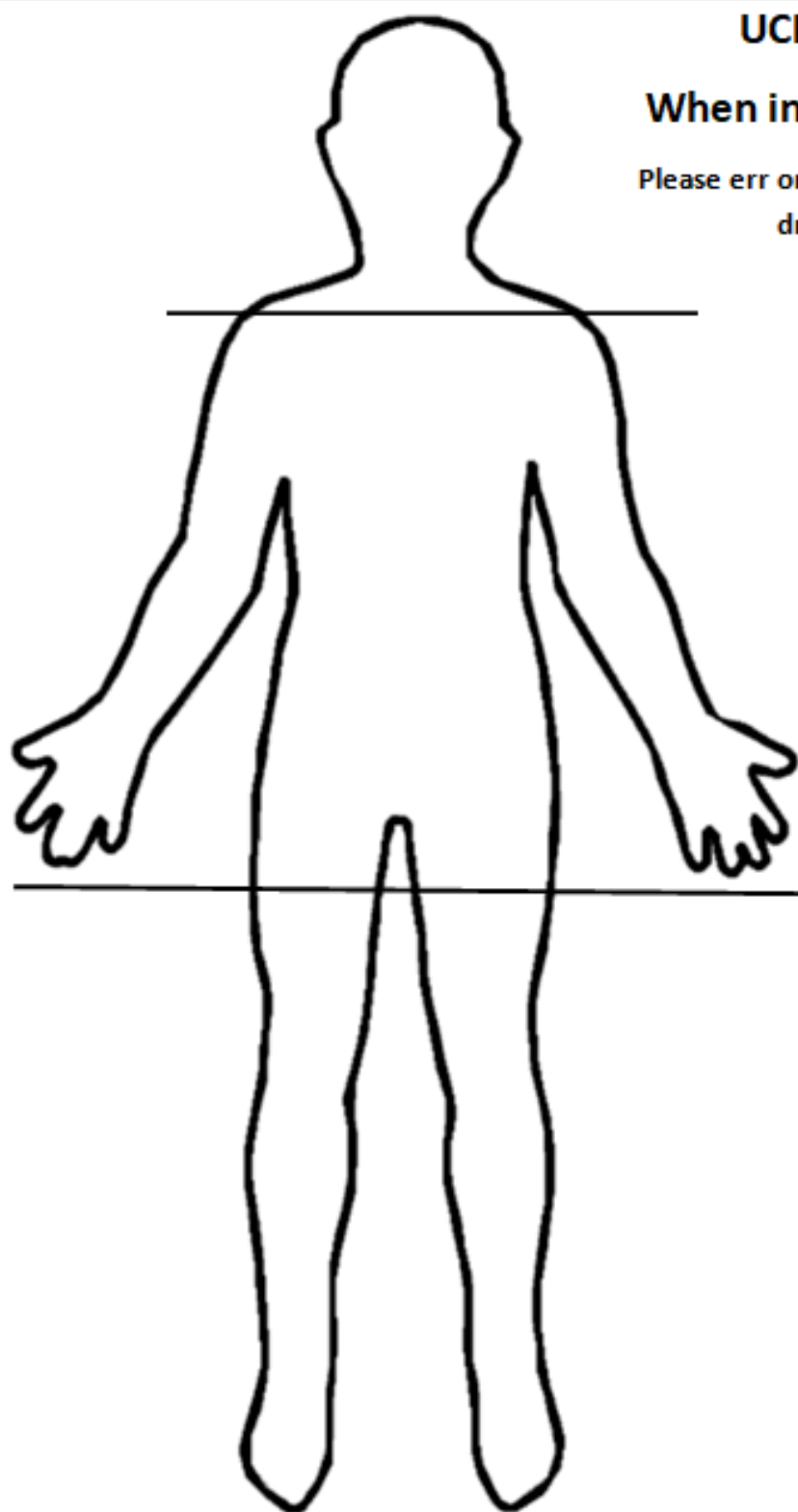
Blouses, shirts, and tops must be long enough to cover the midriff at all times and with straps that are a minimum 3” in width with a finished sleeve (sheer or transparent material will not meet the above requirement). Students must wear shoes at school and when attending school activities. Shorts, skirts and dresses are to have an inseam with a length longer than fingertips as the arm hangs down the side normally. Wallet chains or protruding studded spikes on jewelry are prohibited.

Any student wearing any form of clothing considered too short, too transparent, too vulgar, too indecent, and/or too revealing by school officials will be asked to change **or** will be placed in Alternative Placement until appropriate clothing can be brought in for them. Any form of clothing containing vulgar, obscene, or profane words, sayings, and/or pictures or denoting and/or depicting tobacco/vaping products, alcohol products, legal or illegal drugs, sexual innuendos, dual meaning, and/or sexually suggestive pictures or words, or displaying any gang-related article of dress or adornment, is not allowed at school or at any school activity. **Hats/hoods/any other head gear will not be permitted to be worn in the school building.**

UCHS Dress Code

When in Doubt, Rule it Out

Please err on the side of modesty when dressing for school



General Guidelines:

1. Lines indicate area of required coverage.
2. Shirt straps must be 3" in width.
3. No excessive tightness of clothing. Skin tight materials may be worn on the leg only if a garment covers them at least at the finger-tip length. This includes but is not limited to (leggings, yoga pants, lycra pants, panty hose, etc).
4. No Sheer or transparent material.
5. No inappropriate graphics or expressions, no words or pictures promoting alcohol, drugs, or profanity.
6. No midriff showing—front or back. No undergarments showing.
7. No HOLES above finger-tip length (lines of acceptability).
8. Line of Acceptability: Arms must be relaxed and finger extended to create this line.
9. No bare feet. Shoes must be worn at all times.

DRUG FREE SCHOOL ZONE

Schools in the state of Indiana have been declared Drug Free Zones. Indiana Code 35-49-4-4 states that it is illegal to possess, use or sell a controlled substance or alcoholic beverages on school property, within 1000 feet of school property, or on a school bus. All individuals (including students) in violation of this law must be reported to law enforcement authorities. Violation of this law is a Class B or D offense depending on the circumstances.

Electronic Devices

The School Board believes that attendance at school should occupy a student's full attention and that the educational process should be safe and free from distraction and disruption.

IMPORTANT NOTICE TO STUDENTS AND PARENTS REGARDING CELL PHONE CONTENT AND DISPLAY

- Sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device may be considered as a ground for suspension or expulsion.
- **Any social media post/electronic message involving a Union County High School student outside of the school setting that filters into the school system resulting in any disruption in the learning process will result in disciplinary action by the school.**
- The Child Abuse/Neglect Law requires school personnel to report to law enforcement or child protective services whenever there is reason to believe that any person/student is involved with "child exploitation" or "child pornography" as defined by Indiana Criminal Statutes.
- It is "child exploitation," a Class C felony under I.C.35-42-4-4(b), for any person/student (1) to exhibit, photograph or create a digitized image of any incident that includes "sexual conduct" by a child under the age of 18; or (2) to disseminate, exhibit to another person, or offer to so disseminate or exhibit, matter that depicts or describes "sexual conduct" by a child under the age of 18.
- It is "child pornography," a Class D felony under I.C.35-42-4-4(c), for any person/student to possess a photograph, motion picture, digitized image, or any pictorial representation that depicts or describes "sexual conduct" by a child who the person knows is less than 16 years of age or who appears less than age 16.
- "Sexual conduct" is defined by I.C.35-42-4-4(a) to include sexual intercourse, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, or any fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of the child or other person.
- The Indiana Sex Offender Registration Statute at I.C.11-8-8-7 and the Sex Offender Registry Offense Statute at I.C.35-42-4-22, as of May 2009, require persons convicted of or adjudicated as a juvenile delinquent for violating the Child Exploitation Statute at I.C.35-42-4-4(b) to register as a sex offender.
Because student cell phones have been found in a number of Indiana school districts to have contained evidence of "sexual conduct" as defined above, it is important for parents and students to be aware of the legal consequences should this occur in our school system.
- Cell phones are **prohibited** in the classroom, unless students are given permission by the teacher to use their phone as an educational tool.

Students are prohibited from using a PCD during instructional time except that:

- A. a teacher may allow a student to use a PCD for educational purposes during instructional time;
- B. a student may use a PCD to manage the student's health care or in the event of an emergency; or
- C. a student may use a PCD if the use of a PCD is included in the student's individualized education program or Section 504 plan.

*Students otherwise are permitted to use PCDs in school, before and after school hours, on School Corporation property, during their lunch break, between classes, during after-school activities (e.g., extra-curricular activities), and at school-related functions as long as they do not create a distraction, disruption or otherwise interfere with the educational environment. Use of a PCD on Corporation property that results in a distraction, disruption or otherwise interferes with the educational

environment shall not be tolerated and may result in the loss of use of the PCD while on Corporation property.

*Students may use PCDs while riding to and from school on a Corporation bus or other Corporation vehicle, or on a Corporation bus or other Corporation vehicle during school. Students are prohibited from using PCDs, including but not limited to those with cameras (i.e., devices that take still or motion pictures, whether in a digital or other format), in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to gymnasiums, locker rooms, shower facilities, restrooms/bathrooms, swimming pools, and any other areas where students or others may change clothes or be in any stage of undress. The Superintendent and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited. If a student needs to use a PCD to manage the student's health care or in the event of an emergency, the student should go to an area where a reasonable expectation of personal privacy does not exist, except where the emergency prevents the student from leaving the area.

*Except as authorized by a teacher, administrator or IEP team/case conference committee (CCC) or Section 504 committee, students are prohibited from using PCDs to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person in school, before and after school hours, on Corporation property, during after-school activities (e.g., extra-curricular activities), and at school-related functions. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted.

*Students who violate this policy and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until the end of the school day a parent/guardian picks it up. If the violation involves potentially illegal activity, the confiscated PCD may be turned over to law enforcement.

*When the use of PCDs is permitted, all PCDs must be placed in silent mode and must be stored out of sight when directed by the administrator or sponsor.

*When the use of PCDs is prohibited, all PCDs must be powered off completely (i.e., not just placed in vibrate or silent mode) and stored out of sight.

*Students may not use PCDs to access and/or view Internet websites that otherwise are blocked to students while in school, on Corporation property, or at a school-sponsored activity.

*Students shall have no expectation of confidentiality with respect to their use of PCDs while at school or on Corporation property, including school buildings, other Corporation facilities, and Corporation buses or other Corporation vehicles.

*Students shall not use a PCD in any way that reasonably might create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: 1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and 2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions shall be reported to local law enforcement and the Indiana Department of Child Services (DCS), as required by law.

*Students also are prohibited from using PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

*Possession of a PCD by a student in school, before and after school hours, on Corporation property, during their lunch break,

between classes, during after-school activities (e.g., extra-curricular activities), and at school-related functions is a privilege that may be forfeited by any student who fails to abide by the terms of this policy or otherwise abuses this -sponsored activities. Distracting behavior that creates an unsafe environment shall not be tolerated and may result in the loss of use of the PCD while on a Corporation bus or other Corporation vehicle.,

Emergency Procedures

Fire and tornado drill instructions are posted in each room in the building. The evacuation procedures are to be followed as posted. The **fire signal** is a long, uninterrupted horn. The **tornado signal** is a short, interrupted horn. All drills are to be treated as if they were actual emergency situations. Required drills will be conducted and recorded per state guidelines, and the administration may hold additional emergency drills as they see fit to aid student and staff safety.

Harassment and Bullying Policy

Conduct constituting harassment may take many different forms. These include, but are not limited to:

1. Sexual - **Verbal** - Written or stated verbally.
Nonverbal - Pictures, gestures, etc.
2. Physical Contact - sexual in nature and unwanted.
3. Gender-Ethnicity-Religious-Disability-Height-Weight-Race/Color
4. Verbal - Written - or Oral including, but not limited to, jokes, insults, disparaging remarks.
5. Nonverbal - including, but not limited to, placing objects, pictures, graphic commentaries in the school environment.
6. Physical - any intimidating or disparaging action including but not limited to hitting, punching, spitting. If the alleged harasser is a student, staff member, or other person associated with the corporation, other than the student's principal, the student victim should contact his/her principal as soon as possible. If the alleged harasser is the student's principal, then the student should contact the superintendent as soon as possible.

BULLYING

Indiana state code requires that Indiana schools establish a policy directed toward bullying in schools. No student in the Union County/College Corner Joint School District should be subjected to bullying. As used in this student discipline section, "bullying" means overt, repeated acts or gestures, including:

- verbal or written communications transmitted;
 - physical acts committed; or
 - any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.
1. This rule on bullying applies when a student is:
 - a. On school grounds immediately before or during school hours, immediately after school hours or at any other time when the school is being used by a school group (including summer school);
 - b. Off school grounds at a school activity, function, or Event;
 - c. traveling to or from school or a school activity, Function, or event; or
 - d. Using property or equipment provided by the School.
 2. Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.
 3. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or designee. School personnel will investigate all reports of bullying.
 4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims

- and others impacted by the violation.
5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
 6. All schools in the corporation are encouraged to engage students, staff and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

Insurance

Information concerning student insurance is available at registration and in the UCHS office. Taking insurance is voluntary on the part of the parent or student. Parents should read the information carefully and come to an early decision. Forms should be filled out and returned, with a check, to the UCHS office.

Internet Policy Student Technology - Acceptable Use Agreement

Introduction

Union County College Corner Joint School District (UCCC JSD) provides students and staff with a variety of technology resources. This technology may include, but is not limited to: iPads, Chromebooks, iPods, desktop computers, netbooks, and laptops as well as network and internet resources. All technology must be used in a responsible, ethical, and legal manner. It must also be used in accordance with the policies of Union County College Corner Joint School District for the fulfillment of educational objectives. These expectations apply regardless of whether technology is accessed at school or remotely. All UCCC JSD-issued devices are the property of Union County College Corner Joint School District and by using these devices; students agree to abide by the Acceptable Use Policy and guidelines within this agreement. When used on campus or during school sponsored events, use of personally owned technology resources must also adhere to these guidelines. The policies outlined in this document cover all available technologies now and into the future, not only those specifically listed or currently available.

Technology and Internet Use Agreement

All students, parents, and UCCC JSD employees are responsible for their actions and activities while using UCCC JSD technology and network resources. This agreement provides general guidance concerning the use of UCCC JSD devices and network resources (hereafter referred to as district technology resources). It provides examples of prohibited uses and does not attempt to describe every possible prohibited activity. Furthermore, all users are expected to use good judgment and to follow the specifics as well as the spirit of this document: be safe, appropriate, careful and respectful, without attempting to get around technological protection measures instituted for the safety of our students and network. All users, regardless of age or affiliation with UCCC JSD, should use good common sense and if there are questions or concerns about whether a specific activity is prohibited they should clarify those concerns with a UCCC JSD administrator before taking such action.

Assignment of Technological Devices

A technology device (device with hardware and software, a charger with a cord and a case, if provided, for the device) may be assigned to students at the beginning of the school year. All students who receive a school issued device will be carrying the assigned device through the day and may be taking it home each evening. Students are responsible to care for and charge the device each evening and weekend to be prepared for the next educational day. Devices that are not fully charged at the beginning of the day will, most likely, run out of power before the end of the school day thus restricting student's participation in class. It is also recommended that students comply with energy management suggestions so battery life is extended throughout the day. Each student should remain in possession of his/her device at all times, unless it is locked in the student's locker or stored in their classroom charging cart.

Parent and Student Prerequisites

All students are required to attend a mandatory informational meeting prior to the student gaining access to the assigned device. Students and parents are required to comply with the acceptable use policy by providing annual acknowledgment during registration that will remain in the student management system. Optional meetings and information regarding any changes to policy will be shared at the school building.

be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origins; should use appropriate language; and should only communicate with other people as allowed by district policies or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage will be monitored and archived.

Recording or Taking of Pictures, Audio, or Video

There is to be no unauthorized videotaping or photographing of any part of the building, grounds, students, and staff without the prior written consent of the Union County College Corner Joint School District. However, this is not intended to prevent parents or other interested parties from photographing or videotaping extra-curricular activities for their own private interest. UCCC JSD assumes no responsibility for media recorded by parents and other interested parties or its use.

Disciplinary Action

Violations of this agreement may result in disciplinary action including, but not limited to, loss or restricted use of any district technology resources or personal devices, further UCCC JSD disciplinary measures, or the involvement of law enforcement. Limits of Liability:

- To safeguard technology users from offensive and/or inappropriate material, access to online content via the network is filtered and monitored in accordance with UCCC JSD policies and federal regulations, such as the Children's Internet Protection Act (CIPA). However, users should be aware that no filtering system is failsafe and UCCC JSD makes no guarantees of their effectiveness.
- UCCC JSD makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- UCCC JSD will not be responsible for damage or harm to persons, data, hardware, or files.
- UCCC JSD will not be responsible, financially or otherwise, for unauthorized transactions or postings conducted over the school network. **Acceptable Use**
- The district technology resources are provided solely for the educational purposes consistent with the district educational mission, instructional goals, curriculum, online learning, and data management systems.
- Students must comply with all policies, rules, and expectations concerning student conduct and communication when using district technology resources, whether on or off school property.
- Students must comply with all specific instructions from UCCC JSD staff and administration when using technology resources.
- Students must comply with individual school rules, policies or guidelines governing use of personal devices. Penalties for non-compliance may include confiscation of personal devices.
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.

Prohibited Use

Unacceptable uses of district technology resources include, but are not limited to, the following:

- Accessing or communicating inappropriate materials - Students may not access, submit, post, publish, forward, download, scan, or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying, and/or illegal materials or messages.
- Illegal activities - Students may not use district technology resources for any illegal activity or in violation of any district policy, procedure, or rules or in violation of any local, state or federal law. UCCC JSD assumes no responsibility for illegal activities of students while using district technology resources.
- Violating copyrights or software licenses - Students may only copy, download, or share copyrighted materials (including music, film, images, photographs, artwork, software, or video) in accordance with applicable copyright law. Unauthorized use of copyright material is illegal and may subject the user to substantial civil

and criminal penalties. UCCC JSD assumes no responsibility for illegal activities of users while using district technology resources.

- Plagiarism - Students may not represent as their own work any materials obtained on the Internet or by electronic means. Plagiarism is taking the ideas or works of others and presenting them as if they were original to the user.
- Language - Students may not post information that could cause damage, harm, or a substantial disruption of the educational environment. Students may not engage in personal attacks, including prejudicial or discriminatory attacks. Students may not harass another person. If students are told by any person to stop such behaviors, they must stop. Students may not knowingly or recklessly post false or defamatory information about a person or organization. District technology resources are an extension of the classroom and all language and behavior used must adhere to established classroom guidelines.
- Misuse of passwords or unauthorized access - Students may not share passwords, use another user's passwords or access another user's accounts.
- Malicious use or vandalism - Students may not engage in any malicious use, disruption, or harm to district technology resources, including, but not limited to hacking activities and the creation or uploading of computer viruses.
- Avoiding school filters - Students may neither use nor attempt to use any software, utilities or other means to access content, network or Internet sites blocked by school filters.
- Unauthorized access to social media - During the school day, students may not access social media such as blogs or social networking sites except under the direction and supervision of UCCC JSD staff. **Any social media post/electronic message involving a Union County High School student outside of the school setting that filters into the school system resulting in any disruption in the learning process will result in disciplinary action by the school.**
 - **Any social media trend that disrupts the learning environment will be prohibited. (ie: TikTok)**

Compensation for Losses, Costs, and/or Damages

The students and their parents/guardians may be responsible for compensating UCCC JSD for any losses, costs or damages incurred through violation of UCCC JSD policies, procedures, and rules while the student is using district technology resources. The students and their parents/guardians may be responsible for the loss, theft, damage or neglect of any UCCC JSD computer, laptop, or mobile device issued to or used by the student.

Student Security

Students may not post or reveal personal contact information (including full names, address, telephone number, social security number or other personal information) about themselves or other people on the Internet or network while using district technology resources. Students will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable. Students may not agree to meet with someone they have met online without their parent's approval and participation.

System Security

The security of district technology resources is a high priority. Students should immediately notify an administrator, network coordinator or other staff member if they have identified a possible security problem. Students may not demonstrate the problem to other students, access unauthorized material, or attempt to resolve security problems, because this may be construed as an illegal attempt to gain access.

Expectations of Privacy

Students should not have any expectation of privacy for any information on district technology resources. Students may be asked at any time to surrender their personal or district device in use while participating in a school-related function. Failure to comply with any request for examination may result in immediate administrative disciplinary action.

Email

UCCC JSD may provide users with the privilege of email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies and infrastructure. If users are provided with email accounts, the account(s) should

Required Parental Consent

As the student's parent/guardian, I have read and agreed to this agreement. In consideration for the privileges of my child's using the Union County College Corner Joint School District's technology resources and in consideration for having access to the information contained on or by the district technology resources, I hereby release the Union County College Corner Joint School District, the Board of Education, the district technology resources, and their operators and administration from any all claims of any nature arising from my child's use, or inability to use, the district technology resources.

Locker Rules

In order to implement the school corporation's policy concerning student lockers, the school board adopted the following rules and regulations:

LOCKS - The school corporation will retain access to student lockers by keeping a master list of combinations and retaining a master key. Students may not use their own locks to prevent access to lockers by school officials, and any unauthorized locks may be removed without notice and destroyed.

1. **USE OF LOCKERS** - Lockers are to be used to store school supplies and personal items necessary for use at school. Lockers shall not be used to store "contraband," which are items that cause, or can reasonably be foreseen to cause, an interference with school purposes or educational functions, or which are forbidden by state law or school rules, such as drugs, drug paraphernalia, beverages containing alcohol, weapons, any volatile substance, bomb or explosive device, any acid or pungent or nauseous chemical, any library material not properly checked out or overdue, unreturned gym or athletic equipment, any wet or mildewing articles, or any stolen items. Lockers should not contain any food or drink. Students shall be expected to keep their lockers in a clean and orderly manner. If students choose to share a locker, each student shall be held equally responsible for the contents and condition of the locker.
2. **AUTHORITY TO INSPECT** - The school corporation retains the right to inspect lockers to insure they are being maintained in accordance with the conditions of Rule #2. All inspections of student lockers shall be conducted by the principal or a member of the administrative staff designated in writing (hereinafter referred to as "designee") by the principal. The principal may give the following staff member's authority to inspect lockers: central office administrators, vice-principal, dean, guidance counselor, athletic director, teacher, custodian, nurse, etc.
3. **INSPECTION OF INDIVIDUAL STUDENT'S LOCKERS** - The inspection of a particular student's locker will not be conducted unless the principal or his designee has a reasonable suspicion to believe that the locker to be inspected contains contraband. Before a particular student's locker is inspected, the student (or students), if present on the school premises, shall, where possible, be contacted and given the opportunity to be present during the conduct of the inspection unless circumstances require that the inspection be conducted without delay in order to protect the health and safety of others present on the school premises. Whenever an individual student's locker has been inspected under this rule without the student's presence, the principal or his designee shall notify the student of such inspection as soon as practical.
4. **INSPECTION OF ALL LOCKERS** - An inspection of all lockers in the school, or all lockers in a particular area of the school, may be conducted if the principal, superintendent, or assistant principal reasonably believes that such an inspection is necessary to prevent, impede, or substantially reduce the risk of an interference with school purposes or educational functions, a physical injury or illness to any person, damages to personal/school property, or a violation of state laws or school rules. Examples of circumstances justifying a general inspection of a number of lockers are:

- a. When the school corporation receives a bomb threat
 - b. When evidence of student drug or alcohol use creates a reasonable belief of a high level of student use
 - c. At end of grading period and before or during school holidays to check for missing library books or lab chemicals or school equipment
 - d. Where student violence or threat of violence creates a reasonable belief that weapons are stored in lockers
 - e. If a general inspection of a number of lockers is necessary, then all lockers in the defined inspection area will be examined. Students will not necessarily be given the opportunity to be present while a general inspection is being conducted.
5. **INVOLVEMENT OF LAW ENFORCEMENT OFFICIALS** - The principal, superintendent, or assistant principal may request the assistance of law enforcement officials to assist the school administrator in inspecting lockers or their contents for the purpose of enforcing school policies. Only is such assistance required to identify substances which may be found in the lockers, or to protect the health and safety of persons or property such as to aid in the discovery and disarming of bombs, which may be located in the lockers.

If a law enforcement official requests to inspect a student's locker or its contents, the principal shall require the production of a search warrant before allowing the inspection. If a law enforcement official requests the principal to make an inspection of a locker or its contents on behalf, or in the place of, such official, the request shall be denied. However, upon request of law enforcement officials, school officials may secure the locker and its contents for a reasonable period of time in order to permit the law enforcement official an opportunity to obtain a search warrant.

LOCKER MAINTENANCE - Nothing in these rules shall affect members of the custodial or other staff who repair defective lockers, clean out, or supervise the cleaning out of lockers from time to time in accordance with a posted general housekeeping schedule, the locker of a student who no longer is enrolled in the school, or a locker during any vacation period which is reasonably believed to contain rotting items such as food, wet clothes, etc.

Metal Detectors

Please see Board approved NEOLA policy #7440 regarding the use of this type of device for school safety.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 certain rights with respect to the student's education records.

1. The right to inspect and review the student's education record within 45 days of the day the school corporation receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Union County/College Corner Joint School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the school corporation decides not to amend the record as requested by the parent or eligible student, the corporation will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the school corporation as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving the school board; a person or company with whom the school corporation has contracted to perform a special task (such

as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

4. The right to file a complaint with the United States Department of Education concerning alleged failures by the school corporation to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605**

5. The right to refuse to allow the school district to disclose "directory information":
It is the policy of the school district to make available, upon request, certain information known as "directory information." The school board designates student "directory information" as: a student's name; address; telephone number; date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; or any other information which would not generally be considered harmful or an invasion of policy, if disclosed. "Directory information" shall not be provided to any organization for profit-making purposes.
6. Parents or eligible students may refuse to allow the school district to disclose any or all of such "directory information" upon written notification to the school district within fourteen (14) days after receipt of this public notice.

Pediculosis Infestation Policy

Pediculosis is a communicable disease as long as live lice remain on the infested person and until eggs (nits) within ¼ inch of the scalp are removed. Children will be excluded from school upon confirmation of live lice or eggs (nits) within ¼ inch from the scalp. They can return to school following treatment.

1. If infestation is found on a student, as indicated by a live louse or eggs (nits) within ¼ inch from the scalp being present, the following procedures are followed:
 - a. Parent or individual designated by a parent is called to remove a child from the school environment.
 - b. Other family members in the school setting are checked for infestation.
 - c. Parent or individual designated by a parent is provided with written and/or verbal information on pediculosis treatment and home control measures to eliminate sources of infestation.
 - d. Children may return to school when they are free of live lice and eggs (nits) within ¼ inch from the scalp. They must be checked in the clinic prior to admittance and accompanied by a parent, guardian, or designee who will take responsibility for the child if the child is not cleared to return to class. There will be follow-up checks as needed.
 - e. Parents or guardians should continue daily head checks for four weeks and are expected to remove old nits when found.
2. Student absences due to pediculosis infestation will be excused for one school day per occurrence. Any absences beyond one day for pediculosis will be considered unexcused.
3. After the third infestation within a school year, the issue may be turned over to the Union County Multi-Agency Attendance Committee or to Child Protection.

Personal Property

Students should not bring large amounts of money or other valuable personal items to school. The school assumes no responsibility for items damaged, lost, or stolen. In the event that items are brought to school, all responsibility for said item is the student's and not the school corporation.

Pesticide Notification Registry for Schools

At least 48 hours prior to a pesticide application at a school, the school corporation must provide planned pesticide application details to parents, guardians, and staff members requesting to be notified. Parents, guardians and staff must be registered with the school corporation to receive such advance notice. To register, individuals need to contact the Central Office and provide an email address for notification purposes.

Details of this requirement are as follows:

- This requirement is the same whether the pesticides are being applied by a licensed pesticide contractor hired by the school to control the pest(s) or by certified and licensed school staff that perform the pest control for the school corporation.
- It is the responsibility of the school corporation to develop the advance notification registry and to provide the notification to those registered.
- The school corporation may determine what mechanism works best for them to provide the advance notice.
- The school corporation must invite parents, guardians and staff to be added to the registry at the start of each school year or when a student enrolls or transfers in.
- The following must be part of the notice provided to those on the registry:
 - o name or address of school
 - o contact information for more details
 - o anticipated date and time of pesticide application
 - o pest(s) being targeted (i.e. weeds, bedbugs, fleas, roaches, ants ...)
 - o description of application area (i.e. football field, fence lines, kitchen ...)
 - o pesticide(s) to be used
 - o explanation if 48 hour advance notice is not provided as required
- Advance notice is not required for the following pesticide applications:
 - o disinfectants, germicides, sanitizers, swimming pool chemicals, gel or paste bait insecticides, manufactured enclosed insecticides stations; and self-applied insect repellents
 - o immediate student health threat situations (i.e. stinging wasps and bees)
 - o areas completely away from student occupied buildings and areas
 - o those made more than 48 hours before a scheduled school day.

PROPERTY DAMAGE

Students who intentionally misplace or damage another person's property will make satisfactory adjustment with the individual suffering the loss. Anyone who willfully destroys school property at any time (during school hours or during non-school hours) through vandalism, arson, or larceny, or who creates a hazard to the safety of our students will be suspended and face possible recommendation of due process and expulsion. Payment for damages must also be made.

School Nursing Services

The school health services are under the direction of a registered nurse. The nurse meets the qualifications of both the State Board of Education and State Nurses Association as a public health nurse. The nurse is available part-time only. Students may request permission to see the nurse.

ILLNESS: In case of illness, students must be fever-free for 24 hours without medication before returning to school. In cases of vomiting and diarrhea, students must be symptom-free for 24 hours without medication before returning.

MEDICATIONS: Medications should be given at home whenever possible. Medication that is prescribed three (3) times a day can be given before the student comes to school, after school, and again at bedtime. All medication that is to be administered at school must come in the original container. A parent/guardian must sign for all OTC and prescription medications to be given at school. Over the counter medication (OTC) must be clearly marked with the student's name and come in the original container or package. Prescription medication must have the RX label that includes the student's name, date, medication name, dosage, and instructions for administering or a physician signature is required on the school form. Medication will not be given otherwise. Anytime medications are to be discontinued or the dosage

changed, it is the responsibility of the parent to notify in writing of the change or discontinuation. All medication (prescription & OTC) must be turned into the office upon entering the building.

DOCTOR'S ORDERS: All doctor's orders must be updated yearly. Please make an appointment with the school nurse prior to the beginning of the school year to set up a plan of care for your child.

School Closings Due to Bad Weather

The most efficient way to register for school closing notifications is to visit our website www.uc.k12.in.us and register with Powerschool to receive calls/emails/texts. You may visit the website which will list school closings as soon as the announcements are made. The following radio stations will be used to notify students of school cancellations or delays: WLW 700-AM Cincinnati, and WHON-AM/FM, WQLK (KICKS 96), WCBM-AM/FM Richmond. The following television stations will be used to notify students of school cancellations and delays: Cincinnati Channel 5 WLWT, Channel 9 WCPO, Channel 12 WKRC, Channel 19 FOX, Channel 64 WSTR, and also Dayton Channel 2 WDTN, Channel 22 ABC, and Channel 45 WRGT.

Tobacco/Vaping Policy

If in possession or if caught using tobacco (cigarettes, chewing tobacco, cigars, e-cigs, vaping, etc) on Union County/College Corner Joint School District property, all students will be subject to disciplinary action. Persons less than eighteen (18) years old commit a Class C infraction if they purchase, accept, or possess tobacco ... as such an LPD officer will issue said citation and take possession of the e-cig/vape/JUUL/mod/etc.. **All vaping products are NOT permitted at school.**

Visitors

Students who wish to bring visitors to school must clear such a request with either the Principal or Assistant Principal **at least 24 hours in advance**. Visitors must be from out of the immediate area. Visitors will be allowed only in very rare cases.

Withdrawal from School

Before withdrawing from school, a student must notify the office to ensure that transcripts and records are completed for his/her next school. Parents must sign withdrawal forms. All materials and books must be returned and all fees paid before records are forwarded to the next school. Students will not be withdrawn until an official records request is received from the receiving school.

Common rules/policy information for all UCCCJSD buildings

Non-Discrimination Policy:

It is the policy of Union County College corner Joint School District not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its educational programs or employment policies as required by the Indiana Civil Rights Act (IC. 22-9-1), IC.20-8.1-2, Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972 Education Amendments), Section 504 of the Rehabilitation Act of 1973. Inquiries regarding Union County College Corner Joint School District's compliance with Title IX, Section 504, or the Americans with Disabilities Act should be directed to the Compliance Officer for Union County College Corner Joint School District, 107 Layman St., Liberty, Indiana, 47353 or to the Office for Civil Rights, U.S. Department of Education, Washington, D.C.

Cafeteria Guidelines

UCCCJSD has a "closed" lunch period. This means students are not to leave school grounds during the lunch break without permission from the office. Students (and parents/guardians, etc.) may not order food to be brought in or delivered to the school unless special permission is given in advance by the administration. Parents and/or guardians are

not permitted to eat in the school cafeteria with students unless it is a specifically assigned activity or permission has been given in advance by Administration.

UCCCJSD has a computerized debit system for the collection of breakfast and lunch fees. Students will continue to use the PIN# that they were assigned from the previous year. Students may pay cash on a daily basis or deposit money into their accounts as needed. Checks received over the purchase price for any meal item will be put on the student's account. The school will not give change for checks. If parents want to deposit money we have an Online Credit Card Payment program called "mySchoolBucks." More information is available at www.mySchoolBucks.com or at the corporation website www.uc.k12.in.us.com. UCMS offers breakfast each morning until 8:05 a.m. When going to lunch, all students are to observe the following rules:

- Students will be seated prior to getting in the lunch lines.
- Students will remain seated except to get in line and deposit trash.
- Students are not to re-arrange the chairs and tables unless the lunch duty supervisor gives permission.
- Students should remain in the cafeteria or assigned areas during assigned lunch times.
- One student at a time may use the restroom and must take the pass with them.
- Students are not to "borrow" or ask for lunch money from other students.
- Students are not allowed to bring in open containers or screw top drinks to school. No soda allowed.
- Students are responsible for disposing of all trash.
- No food or drink is to leave the cafeteria at the end of the lunch period.
- Students assigned a lunch detention or ISS may not purchase snack items in the cafeteria.

Charging Lunches

Union County College Corner Joint School District Lunch Program is committed to providing students with nutritious meals, which complement the learning environment of the schools in our district. The Union County College Corner Joint School District lunch program provides food under the guidance of the USDA and the National School Lunch Program (NSLP). As part of this program, any student's family may apply for free or reduced price meals at any time during the school year. Applications are available at all four buildings in the district. Unpaid meal charges place a financial strain on the food service program, this policy is consistent with our responsibility to maintain the financial integrity of the program.

I. PURPOSE/POLICY:

- to communicate a written meal charge policy to all student families
- to establish a consistent district policy regarding meal charges
- to establish meal charge procedures when a student's account lacks sufficient funds
- to encourage parent/guardian to assume the responsibility for meal payments
- to promote self-responsibility of the student

II. SCOPE OF RESPONSIBILITY:

- The Food Service Department:
 - communicate meal charge policy to students, families, and school staff
 - maintain student account records using Heartland Solutions POS system
 - notify the student's parent/guardian of low and/or outstanding balances
 - minimize identification of students at the point of service with insufficient funds
- The Parent/Guardian:
 - payment of all student cafeteria purchases

III. ADMINISTRATION:

- Free and Reduced Price Students-
 - Free lunch status allows a child to receive a tray lunch each school day. A la Carte purchases are not part of the NSLP. Free lunch status students will not be allowed to have a negative balance (unless it was previously there before becoming free).
 - Reduced lunch status students will be allowed to have a negative balance up to \$5.00. A la Carte purchases will not be allowed without a positive balance or cash to pay for these items.

- All Other Paid Students-
 - Students will be allowed to charge up to \$5.80 (the equivalent of 2 meals)
- A la Carte items: A la Carte items are any extra item which is not a part of the lunch, for example bottled water, chips, cookies, etc.
- A Meal: A meal as defined by the USDA includes the following items: meat/ meat alternate, fruit, vegetable, milk, and grain. A meal consists of at least three of these items, one of which must be a fruit or vegetable.
- Collection of Balances: The School Café Managers will inform student families of unpaid account balances by email, telephone, mail, or a letter sent home in backpacks weekly.
- Balances owed with no response from Parent/Guardian: If payment is not received, the Superintendent or his designee may take action as is deemed appropriate.

Account Balances for all students can be checked at any time by logging on to MySchoolBucks.com or contacting the Food Service Director. **All accounts must be settled by the end of the school year.**

Liberty Elementary School/College Corner Union Elementary School

Student Handbook

Liberty Elementary Staff

Name:	Position:	Email Address:
Adams, Jessica	Second Grade Teacher	jessica.adams@uc.k12.in.us
Babcock, Blake	Special education teacher	blake.babcock@uc.k12.in.us
Bartos, Cathy	Art teacher	cathy.bartos@uc.k12.in.us
Beck, Jessica	Second Grade Teacher	jessica.beck@uc.k12.in.us
Beckett, Ashley	Social worker	ashley.beckett@uc.k12.in.us
Bell, Nancy	Paraprofessional	nancy.bell@uc.k12.in.us
Blanford, Allison	Second Grade Teacher	allison.blanford@uc.k12.in.us
Caldwell, Tiffany	Special education paraprofessional	tiffany.caldwell@uc.k12.in.us
Chambers, Lori	Treasurer	lori.chambers@uc.k12.in.us
Cox, Lisa	Secretary	lisa.cox@uc.k12.in.us
Crumley, Julene	Applied skills teacher	julene.crumley@uc.k12.in.us
Dougherty, Katie	Title one paraprofessional	kathryn.dougherty@uc.k12.in.us
Decker, Elizabeth	Preschool Teacher	elizabeth.decker@uc.k12.in.us
Dishmond, Cheryl	Custodian	cheryl.dishmond@uc.k12.in.us
Evans, Gene	Cafeteria	gene.evans@uc.k12.in.us
Fuller, Sue	Paraprofessional	sue.fuller@uc.k12.in.us
Gayhart, Lisa	Principal	lisa.gayhart@uc.k12.in.us
Grizzell, Emily	Fourth grade teacher	emily.grizzell@uc.k12.in.us
Harper, Bridgett	paraprofessional	bridgett.harper@uc.k12.in.us
Hensley, Erin	Kindergarten Teacher	erin.hensley@uc.k12.in.us
Hertel, Amanda	Fourth Grade Teacher	amanda.hertel@uc.k12.in.us
Hollon, Cami	First Grade Teacher	camihollon@uc.k12.in.us
Jahosky, Tracy	Title one paraprofessional	tracy.jahosky@uc.k12.in.us
Kruthaupt, Paige	Instructional coach	paige.kruthaupt@uc.k12.in.us
Lawrence, Rita	First Grade Teacher	rita.lawrence@uc.k12.in.us
Lunsford, Stephanie	Fifth Grade Teacher	stephanie.lunsford@uc.k12.in.us
McCashland, Jennifer	Kindergarten Teacher	jennifer.mccashland@uc.k12.in.us
Migoski, Mandi	Music teacher	mandi.migoski@uc.k12.in.us
Miller, Cierra	Social Worker	cierra.miller@uc.k12.in.us
Mosley, Christy	Special education paraprofessional	christy.mosley@uc.k12.in.us
Murray, Brooke	Kindergarten Teacher	brooke.murray@uc.k12.in.us
Neukam, Marla	Title one paraprofessional	marla.neukam@uc.k12.in.us
Paddock, Lindsey	Title one paraprofessional	lindsey.paddock@uc.k12.in.us
Patterson, Delivia	Paraprofessional	delivia.patterson@uc.k12.in.us
Patterson, Kolby	Cafeteria	kolby.patterson@uc.k12.in.us
Patterson, Ross	Custodian	ross.patterson@uc.k12.in.us
Presson, Claire	Third Grade Teacher	claire.presson@uc.k12.in.us
Queener, Lesleah	Library aide	lesleah.queener@uc.k12.in.us
Ramey, Kathy	Cafeteria	kathy.ramey@uc.k12.in.us

Ross, Karen	Third Grade Teacher	karen.ross@uc.k12.in.us
Rosenberger, Amie	Special education teacher	amie.rosenberger@uc.k12.in.us
Rothgeb, Sue	Title one teacher/coordinator	sue.rothgeb@uc.k12.in.us
Sandlin, Brandi	First Grade Teacher	brandi.sandlin@uc.k12.in.us
Scott, Keirstan	First Grade Teacher	keirstan.scott@uc.k12.in.us
Shaffer, Kayla	Paraprofessional	kayla.shaffer@uc.k12.in.us
Shoemaker, Codie	Paraprofessional	codie.shoemaker@uc.k12.in.us
Sorrell, Shelley	Custodian	shelley.sorrell@uc.k12.in.us
Schroeder, Tami	paraprofessional	tami.schroeder@uc.k12.in.us
Strait, Heather	Paraprofessional	heather.strait@uc.k12.in.us
Thomas, Kelsie	Title one paraprofessional	kelsie.thomas@uc.k12.in.us
Townsend, Amy	Third Grade Teacher	amy.townsend@uc.k12.in.us
Treadway, Carrie	PE teacher	carrie.treadway@uc.k12.in.us
Welborn, Sonya	Cafeteria	sonya.welborn@uc.k12.in.us
West, Laurie	Nurse	laurie.west@uc.k12.in.us

College Corner Union Elementary Staff

Name:	Position:	Email Address:
Baker, Mike	Custodian	mike.baker@uc.k12.in.us
Brock, Heather	Treasurer/Secretary	heather.brock@uc.k12.in.us
Burdine, Tina	Title I Teacher	tina.burdine@uc.k12.in.us
Collett, Diane	Title I Tutor	diane.collett@uc.k12.in.us@a
Coveney, Kristina	Principal	kristina.coveney@uc.k12.in.us
Cross, Nikki	Cafeteria	natasha.cross@uc.k12.in.us
Crowder, Micayla	Title I Tutor	micayla.crowder@uc.k12.in.us
Cruse, Rena	School Nurse	rena.cruse@uc.k12.in.us
Cummins, Maria	Instructional Coach	maria.cummins@uc.k12.in.us
Dawson, Ciara	Special Education Teacher	ciara.dawson@uc.k12.in.us
Dellaripa, Jessica	Special Education Paraprofessional	jessica.dellarips@uc.k12.in.us
Edwards, Mari Jo	Custodian	marijo.edwards@uc.k12.in.us
Elleman, Amanda	EMIS Coordinator	amanda.elleman@uc.k12.in.us
Fall, Molly	1st Grade Teacher	molly.fall@uc.k12.in.us
Fields, Donna	Special Education Paraprofessional	donna.fields@uc.k12.in.us
Gray, Kayla	3rd Grade Teacher	kayla.gray@uc.k12.in.us
Haarmeyer, Maria	Title 1 Tutor	maria.haarmeyer@uc.k12.in.us
Hartley, Jean	Title I Tutor	jean.hartley@uc.k12.in.us
Helton, Jen	PE Teacher	jen.helton@uc.k12.in.us
Henderson, Leilani	Kindergarten Teacher	leilani.henderson@uc.k12.in.us
Hurley, Morgan	4th Grade Teacher	morgan.hurley@uc.k12.in.us
Lackey, Shyla	Paraprofessional	shyla.lackey@uc.k12.in.us
Lee, Maggie	Preschool Teacher	maggie.lee@uc.k12.in.us
Lowe, Jasmine	Special Education Paraprofessional	jasmine.lowe@uc.k12.in.us
McCashland, Allison	Special Education Teacher	allison.mccashland@uc.k12.in.us

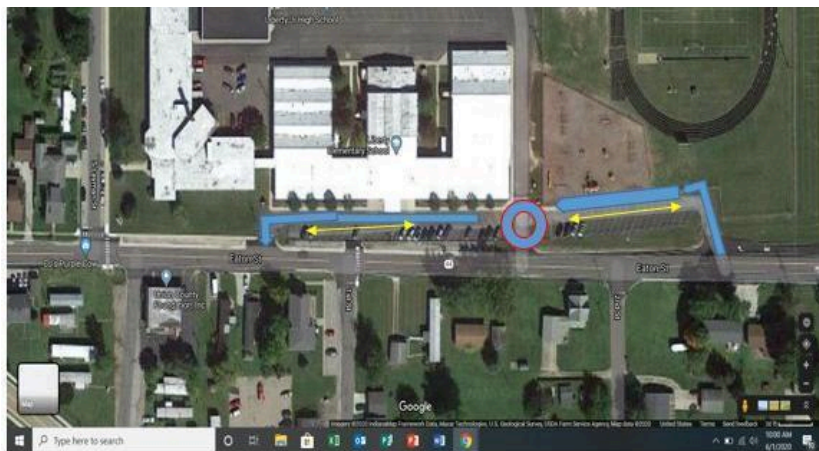
Name:	Position:	Email Address:
Migoski, Mandi	Music Teacher	mandi.migoski@uc.k12.in.us
Miller, Cierra	Social Worker	cierra.miller@uc.k12.in.us
Moore, Maggie	Cafeteria	maggie.moore@uc.k12.in.us
Musser, Ashley	Library Paraprofessional	ashley.musser@uc.k12.in.us
Noland, Drew	5th Grade Teacher	drew.noland@uc.k12.in.us
Oberschlake, Sharon	Paraprofessional	sharon.oberschlake@uc.k12.in.us
Persinger, Paige	Art Teacher	paige.persinger@uc.k12.in.us
Ramey, Samantha	Speech Language Pathologist/A	samantha.ramey@eciss.org
Rolke, Caitlyn	1st Grade Teacher	caitlyn.rolke@uc.k12.in.us
Ross, Charlene	Technology Specialist	charlene.ross@uc.k12.in.us
Rutherford, Ashley	2 nd Grade Teacher	ashley.rutherford@uc.k12.in.us
Seibert, John	Custodian	john.seibert@uc.k12.in.us
Smith, Emily	Cafeteria	emily.smith@uc.k12.in.us
Statum, Micayla	5th Grade Teacher	micayla.statum@uc.k12.in.us
Tipton, Allison	3rd Grade Teacher	allison.tipton@uc.k12.in.us
Welty, Katie	4 th Grade Teacher	katie.welty@uc.k12.in.us
Wesler, Keli	Paraprofessional	keli.wesler@uc.k12.in.us
Wiwi, Kelly	2nd Grade Teacher	kelly.wiwi@uc.k12.in.us
Yancey, Michelle	4 th Grade Teacher	michelle.yancey@uc.k12.in.us

ADMISSION POLICY

Every child of legal settlement shall be eligible for kindergarten providing that she/he has attained the age of five on or before August 1st. A certified birth certificate, up-to-date immunization record, and a current proof of residency are also required.

Any child transferring from another school must also provide the office with the name and address of the previous school so that records may be obtained. Out-of-district transfers must be approved by the principal.

ARRIVAL AND DISMISSAL at Liberty Elementary School



Arrival: Classes begin at 8:15 a.m. Breakfast is served daily beginning at 7:55 a.m. School doors open to all students at 8:05 a.m. **Students not eating breakfast should arrive NO EARLIER than 7:55 am.**

All students that ride a bus to school will enter the building through one of the back doors of the building. All students that walk to school or are dropped off by car are to enter the front doors only. We do not want students entering the building in the area where the buses are moving.

Enter the LES driveway from Eaton Street (ST Rd 44)

Dismissal: School is dismissed for **car riders** at 3:05 p.m. Students who walk **home** and bus **riders** will be dismissed at

DO NOT park in this narrow lane as it impedes the flow of traffic

Visitor parking lot

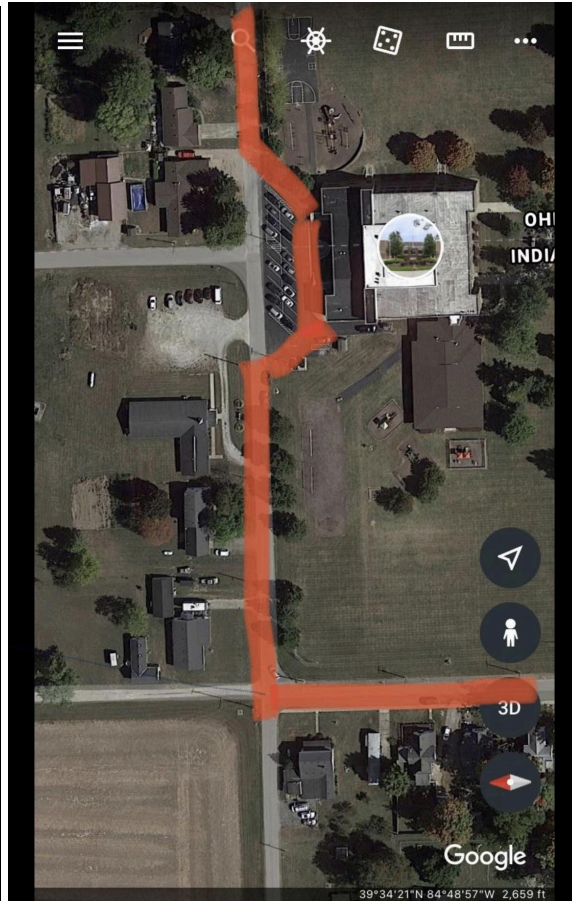
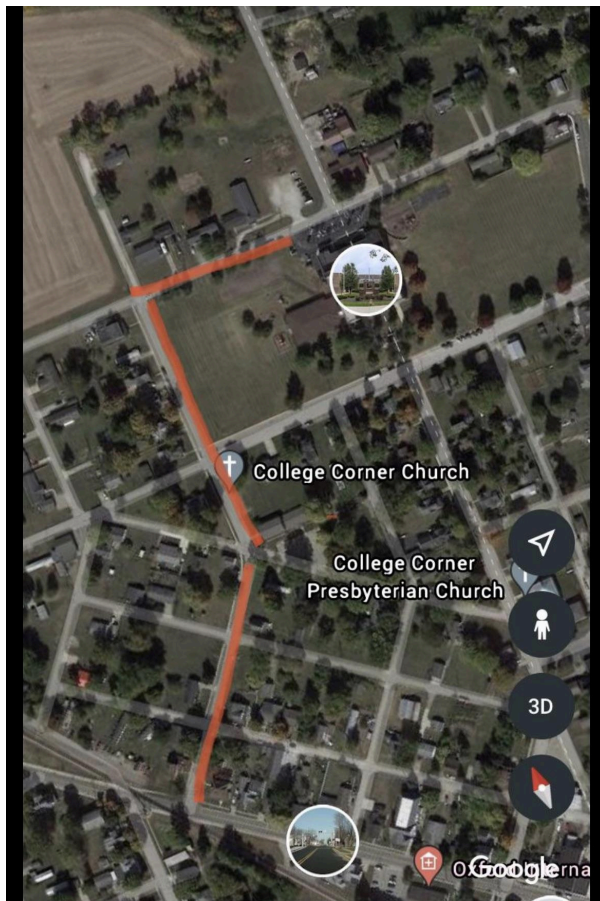
3:15p.m. All bus riders must go directly to their bus. Car riders and walkers are dismissed through the front doors or breezeway doors ONLY. Students will not be permitted to walk to the high school UNLESS they have a parent that is employed there.

Parents who are picking up or dropping off students are asked to pull up to the front of the driveway to allow more cars to park in the driveway.

Parents are asked to not park in the narrow section of the front driveway at any time. Traffic must be able to maintain a continuous flow. This is for the safety of students.

Supervision of students is not available before 7:55 a.m. nor after 3:15 p.m. **Cars transporting students should not be in the back or the east side of the building.**

ARRIVAL and DISMISSAL at CCUS



***These pictures show where parents are to get in line for pick up and drop off. This goes through the parking lot in the back of the school.**

CCUS classes begin at 7:55; doors do not open until 7:30. Students receiving breakfast may enter at 7:30. CCUS dismissal times are 2:45 for the first route shuttle bus (early bus), 2:55 for car line pick up, 2:55 for walkers, 3:20 for the second route bus, 3:35 for third route buses (bus waiters).

Since no supervision is available for students before 7:30 AM, students who walk or come to school by car should not arrive before 7:30 AM.

No student will be permitted to be on the playground equipment before the start of the school day. Students are to enter the building in an orderly manner and go directly to their classrooms or lockers. The tardy bell for class will ring at **7:55 AM**. If students have not entered their classroom by 7:55am, they are considered tardy and must stop at the main office for a tardy pass.

Walkers should come directly to school from home and take a direct route home after school. Students are not to return to school grounds to play until after the late buses have departed. Students are expected to be good citizens off school grounds before and after school.

- Students who are **walking will be dismissed through the front doors at 2:55. Students boarding buses** will be dismissed through the **front doors of the school**.
- Students who are transported by private vehicle **will use the drop off/pick-up lane in the back of the building**. No students will be permitted to be picked up in a private vehicle in the front of the building. Parents are asked to post a Name Tag in the window of their vehicle to assist personnel in the safe and timely loading of students.
- The school **must** be informed **via note in the morning** if a child is being transported by someone other than a parent/guardian or changing the routine pick-up or drop off procedure.
- Our bus waiters are under the care and supervision of our staff. They will release students to the buses at the completion of bus waiters.

ATHLETICS

Students participating on any team that has a school corporation paid coach will be expected to meet the following requirements:

1. Have a physical.
2. Maintain academic eligibility. A student is eligible as long as he/she does not have more than one F on their report card.
3. Home school students will be prohibited from participating on these teams.

For the sake of clarification, it is important that we define exactly which athletic teams have to follow these requirements. It is any team that has a corporation paid coach. For example, these policies would not apply to any of the youth cheer, football, soccer, volleyball, basketball, wrestling, baseball, or softball teams, or any other sports that do not have a corporation paid coach. At this time, it would apply to fifth grade girls' and boys' basketball and any 5th graders participating in Union County Middle School Cross Country, Track & Field, Golf, or Wrestling.

ATTENDANCE POLICY - 5200

The School Board requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Excusable Reasons for Absence

Regular attendance is essential for each child to receive benefit from regular daily instruction. We urge all parents to keep students at home only when it is necessary.

The following factors are considered reasonable excuses for time missed at school: illness, recovery from accident, required court appearance, death in the immediate family or of a relative, observation of religious holiday, professional appointment that cannot be scheduled after school (please see below), maternity, military connected families absences related to deployment and return, college visits during their junior and senior years, not to exceed two visits per year, and such other good cause as may be acceptable to the Superintendent or permitted by law.

Professional appointments – Parents are encouraged to schedule medical, dental, legal, and other necessary appointments other than during school hours. When appointments are necessary during the school day, the student shall report back to school immediately after the appointment with a signed statement from the doctor, dentist, lawyer, counselor, etc.

Unexcused Absences

Any absence that is not an excused absence or an exception to compulsory attendance contained in Policy 5200 is an unexcused absence.

Reporting of Student Absences

All absences must be reported by the parent or guardian. Absences may be reported by phone, voice mail, electronic transmission, or written note. If a phone or voice mail report is not received by 9:00 a.m., when possible an attempt will be made by the school to contact the home of the missing student to verify their absence. Should the school have to make this contact because the parent did not call, the absence will be considered unexcused. An absence reported by phone or voice mail needs to include a specific explanation for the reason for the absence. Any absence reported by electronic transmission or written note should be received by school personnel no later than the date the student returns from the absence and is also expected to include a specific explanation for the reason for the absence.

Procedures for Student with Five or More Absences

Step 1: A letter will be sent to parents after five (5) days of absences. This letter will be sent regardless of the circumstances and regardless of whether the absences are excused or unexcused.

Step 2: After eight (8) days of absence within one (1) school year, the next parent contact will be made. This contact may include, but is not limited to: letter, phone contact, meeting with a teacher or administrator, or meeting with the school team.

Step 3: After ten (10) days of absence within one (1) school year, the school may refer the attendance issues to the Union County Multi-Agency Attendance Committee for consideration of appropriate action. This is a committee comprised of school personnel and local social service organizations.

Any action taken will be dependent on the reasons for the absences and will be dealt with on an individual basis.

Student Vacations During the School Year

Vacations during days that school is in session are considered unexcused absences. Student work may be made up and credit received during this time of unexcused absence. Make-up work must be completed and turned in within the same amount of time as the absence.

Truancy

A student shall be considered truant each day or part of the day s/he is inexcusably absent from his/her assigned location.

Absence is defined as non-presence in the assigned location any time beyond the tardiness limit.

A student shall be considered an “habitual truant” when the student is chronically absent by having unexcused absences from school for more than ten (10) school days in one (1) school year. Under SEA 1, the Superintendent or an attendance officer shall report a child who is habitually absent from School in violation of this chapter to an intake officer of the juvenile court or the Department of Child Services.

The disciplining of truant students shall be in accord with Board policies and due process, as defined in Policy 5611 and the Student Handbook.

Half Day Absences

A student in attendance during any part of the day, up to and including one-half of the day, will be counted as having one-half day absence. A student in attendance for more than one-half of the day will be counted in attendance for a whole day.

*Please note: this does **not** apply for **perfect attendance** awards.

Incapacity to Attend

Certificate of Incapacitation: Indiana law specifies that a school attendance officer may require a doctor’s statement describing a child’s incapacity. This is legally required and must be received within six days after it is requested by the attendance officer or the parent is in violation of the law. A high number of absences will warrant this request.

Students Leaving School During School Day

No student shall leave school during the school day established by the class schedule for that student without authorization by a staff member. No staff member shall permit or cause any student to leave the school prior to the regular hour of dismissal established by the schedule for the student except with the approval of the principal and with notice to the student's parent/guardian.

Make Up Work

Students will be given the opportunity to make up missed work due to absence based on building policy. Students have one day for each day of absence to get make-up work completed and turned into the teacher.

AWARDS

At the end of each school year certificates will be awarded to students for perfect attendance and academic achievement. Perfect attendance means being present all day, every day of school, and having no tardies. Academic achievement awards are given to students who have all A's, B's, and no *Needs Improvement* markings on their report cards all year long. Fifth grade students that qualify will be presented with awards at a program at the end of the year.

BEHAVIOR GRADES/CLASS DOJO

BICYCLES

Bicycles for Liberty elementary students are not allowed. Traffic is congested already and the introduction of bicycles would provide an additional danger. **Bicycles are allowed for College Corner Students.** Traffic is congested so we urge students to use caution when riding their bikes to school. Parking for bicycles is in the front of the school near the visitor entrance.

CAFETERIA POLICY

BREAKFAST

Breakfast is available to all students in the cafeteria beginning at 7:55 for students not riding a bus. Bus riders can come to breakfast when they are released by their bus driver. Students who arrive after the 8:15 bell are tardy and will not be able to eat breakfast. Students must complete eating their breakfast and be on their way to their classrooms as soon as possible. Breakfast must be paid for using *My School Bucks* system or cash. No charges will be allowed for breakfast.

LUNCH

A complete tray lunch is available daily. Milk is available for students to purchase a la carte. For LES Kindergarten students and students in the Life Skills class, recess milk is offered during a break for a fee. Students eligible for free and reduced lunches **do not** receive free recess milk.

Due to federal guidelines, fast food and sodas cannot be brought into the cafeteria. According to state health regulations, students are not permitted to trade or share food.

Students (and parents/guardians, etc.) may not order food to be brought in or delivered to the school unless special permission is given in advance by the administration.

Parents and/or guardians are not permitted to eat in the school cafeteria with students unless it is a specifically assigned activity or permission has been given in advance by administration.

If possible, we ask the parents to pay for lunch for the entire week on Mondays. This cuts down on the amount of time that needs to be spent collecting and counting money.

Union County Schools uses a computerized debit system for the collection of lunch, breakfast and recess milk fees. Each child has a PIN# that they enter regardless of meal status or payment method. Parents can make cash or check payments in any amount up to \$500 to the cafeteria. These funds are then deposited into your student's debit account and are available to your child when purchasing meals, a la carte items, or recess milk.

School lunches are to be paid on time. However, we realize there may occasionally be unique circumstances that require a lunch to be charged. Once an elementary student falls behind in their lunch payments more than \$5.00, parents will be notified. Failure to pay these charges will result in parents being referred to Small Claims Court.

Applications for free and reduced meals are available at registration and are always available in the school office. If financial circumstances should change during the school year, a new application form may be completed.

Cafeteria Rules:

1. Walk at all times.
2. Keep your hands to yourself.
3. Use an inside voice.
4. All trash is to be put in the waste containers.
5. Pick up any trash that doesn't make it into the containers.
6. No cutting in line.
7. No saving seats.
8. No trading, giving away, or taking of food.
9. No playing in your food; ie mixing, throwing containers, smearing food on table, etc.
10. No talking when a quiet time has been signaled.
11. Once you choose a seat, you stay there.

CARE OF SCHOOL PROPERTY

Students are expected to respect school property including books, supplies, and equipment. Students who do not comply with this expectation will be required to replace or repair any property that is lost, damaged, or destroyed. Further disciplinary action may also result.

CELL PHONES/SMART WATCHES

Some parents have provided their child with a cell phone. Cell phones are not to be turned on during the school day and should be stored in the student's backpack. Students may not use cell phones during the school day for any reason. Cell phones that are out during the day will be held in the office for parents to pick up. A phone is available in the school office for use by students should an occasion arise that calling home is necessary. Students' cell phones may be turned on after 3:30.

Smart watches are also not permitted during the school day.

CHAIN OF COMMAND

Effective communication between parents and teachers is encouraged. When a parent has a question about his/her child's progress or what is taking place in the classroom, it is important to contact the teacher either by phone, note or email. When a problem arises, it is critical that the teacher be consulted first. If the problem is still not solved, then the principal can be contacted.

CHANGE IN TRANSPORTATION

Any time a child's transportation home from school changes, a note should be sent with the student to the child's teacher, or the school office should be called. Without notification from parents, students will be sent home by the normal method.

CLASS DOJO

At CCUS, Class DOJO allows parents and teachers immediate opportunities to correspond with each other regarding student behavior. Teachers use points to reward students. Larger celebrations are also held at designated times to celebrate those students who have surpassed an 85% or higher in positive points. These larger celebrations will occur each quarter. Parents are able to see the behavior points in real time as soon as it is updated by the teacher. Positive behavior is discussed regularly

throughout the classroom and schoolwide.

CONFERENCES

Parent-teacher conferences will be held during the school year. Parents will receive information about these conferences closer to the appropriate date. Parents will need to call the school office to schedule their conference time.

If you wish to set up a meeting with your child's teacher, please make an appointment as our teachers' schedules do not allow for drop-in conferences.

CROSSING GUARDS

Crossing guards are located at various positions around the school complex. Students are to cross only where the crossing guards are located and wait for the crossing guard to signal the students to cross the street. We also ask that when parents are crossing the street with their children that they set a good example by crossing where the guards are positioned. Additionally, parents picking up children by the Red Brick Building on Layman Street should not encourage their children to cross in the middle of the street. These students need to also cross by the crossing guard.

CUSTODIAL - NON-CUSTODIAL PARENTS

If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the non-custodial parent. Absent such notice, the school will presume that the student may be released into the care of either parent.

DETENTIONS

Students in grades 2-5 may receive after-school detentions. Students may receive detentions for disrespect in the classroom, a disruption to the learning environment, misconduct anywhere on school grounds including the bus, multiple missing assignments, and more serious behaviors as determined by the teacher or principal. Detentions are served after school till 4:15 on Tuesdays and Thursday. **Parents are responsible for finding or providing transportation for their child after detention.**

DISCIPLINE POLICY (See Code of Conduct, p 51-96)

Student behavior plays a major part in producing a positive, safe environment in which learning can take place. The following school rules apply to all students at Liberty Elementary:

- Stick Together
- Be Kind
- Have Fun

CLASSROOM PROCEDURES:

Each teacher will establish their own classroom rules and procedures in addition to the established school rules.

PLAYGROUND PROCEDURES:

We consider recess to be an important part of the school day. Students need a break from classroom studies and an opportunity to exercise and release energy. We want recess to be a safe and enjoyable time for students. Students are expected to abide by the following playground rules:

- 1) Do not throw or kick mulch.
- 2) Stay in designated play areas. Stay off the track. Do not play between parked automobiles. Students may recover a ball that has gone into the parking lot after receiving permission from a playground supervisor.
- 3) Students are not to enter the building during recess time without permission of a playground supervisor.
- 4) Students may play touch football, but not tackle football.
- 5) No pushing, shoving, or cutting in line.

- 6) No fighting or wrestling.
- 7) Line up quickly and quietly.
- 8) Follow all other school rules.
- 9) League (hard) baseballs and golf balls are not permitted.
- 10) Students are to ask the adult supervisor to solve any problems that they cannot solve themselves.
- 11) No spitting.
- 12) Use playground equipment in the correct manner.

SCHOOL PROCEDURES:

- 1) Attentive listening
- 2) Be kind
- 3) Be respectful
- 4) No foul language.
- 5) No fighting, hitting, or bullying.
- 6) No gum.
- 7) Get quiet when signaled by a raised hand. This is a universal signal used throughout the building.

DISTRIBUTION OF PAMPHLETS, FLYERS, ETC.

Any person wishing to distribute information through the school must first receive permission from the Superintendent.

EMERGENCY CONTACT INFORMATION

If a student becomes ill or is injured during the school day, first aid is available. Every attempt will be made to contact a students' parent or guardian in the case of an emergency.

Parent Connect– Please fill out the emergency medical information for each child. In addition to parents' home, work and cell phone numbers, it is imperative we have two numbers of a child's relatives, friends, or neighbors. In case no one can be reached, the best judgment of the personnel regarding the interest of the child will be used. No child who is injured or ill will be sent home alone.

Parent Signature Form–The emergency medical authorization for each child must be signed by a parent or guardian.

It is imperative that parents keep current, the contact names and phone numbers listed in **Powerschool** in case of an emergency.

FIELD TRIPS

Field trips are a valuable part of the school curriculum and provide learning opportunities for students.

Occasionally parent chaperones are needed to monitor children while on field trips. Their full attention is needed to provide supervision; therefore, it is NOT possible for younger siblings to accompany the class when a parent has chaperone responsibilities. **Chaperones will be chosen at teacher discretion.** Chaperones must submit information to receive a background check.

Students must accompany the class on the bus both to and from the trip unless authorization has been received from the supervising teacher prior to departure for the field trip. **Parents are not permitted to meet the class at the location of the field trip without teacher/principal approval.**

If your student has special health needs, we want to ensure that those needs are adequately met. Parents may be asked to chaperone or find a chaperone that would be able to assist the child with his/her special medical needs. In rare cases, it may be necessary to have the student remain at school for that day.

For all trips less than 25 miles in distance or for all walking field trips, parents are asked to sign a “blanket” permission form at registration. This permission form will be kept on file for such field trips.

FRIDAY FOLDERS

Each Friday, or on the last day of each week, students will bring home a folder from their classroom. The folder will contain student work, school news, and other pertinent information. This folder is also used as a way for teachers and parents to communicate. Please take the time to examine the contents of your child's folder; then sign, and return the folder to school on the first day of the next week.

Parents should talk to their child about the work in the weekly folder. This is a starting point for parents to be aware of how well their student is mastering grade level standards. If questions arise, please contact your child’s teacher.

GRADING SCALE

The following grading scale exists at Liberty Elementary School:

E - consistently grasps instructional concepts consistently produces high quality work consistently applies and extends learned skills

S - usually grasps instructional concepts usually produces work of satisfactory quality usually applies learned skills

N – needs modified instructional assignments, produces work of inconsistent quality, and/.or needs frequent re-teaching and additional practice

Grading scale for grades 2-5

A- 100-90

B - 89-80

C - 79-70

D - 69-60

F - 59 and below

Students in grade 1 and 2 will be graded on an E – S – N basis. Students in grades 3, 4, and 5 will receive percentage and letter grades in all academic areas Music, Art, Physical Education, and effort will be graded on an E – S – N basis. The kindergarten report card will be a checklist based on specific skills.

HIGH ABILITY

In order to provide appropriate challenges, instruction will be differentiated for students that are identified for a high ability program in language arts and math.

HOMEWORK

Homework is defined as an out-of-class preparation or assignment that contributes to the educational process. The purpose of homework is:

- 1) To review, reinforce, or extend classroom learning
- 2) To promote growth in responsibility and organizational skills.
- 3) To promote and train students in the practice of good work habits.
- 4) To promote opportunities for enrichment activities.
- 5) To help children learn to budget time.

Parents should consider homework a priority and provide an atmosphere in the home that is conducive to getting it done. Students should realize that homework is their responsibility to take home, complete, and return to school on time. Students should do homework independently. Parents may help, but should avoid doing the homework for their child. The homework is the child's responsibility and little benefit is derived if the parent does the student’s work.

HONOR ROLL

Each grading period an academic honor roll will be named. This will be only for students in grades 3, 4, and 5. To qualify for the Honor Roll, a student must have all A's and B's on their report card in the subject areas that receive a letter grade. Additionally, in the subject areas marked by either an E, S, or N marking, students must have either E or S markings to qualify for the Honor Roll.

LIFELONG GUIDELINES / LIFESKILLS

In addition to the methods used in TBRI, our students will also learn about life skills. These are integrity, caring, responsibility, initiative, patience, organization, courage, effort, flexibility, problem solving, cooperation, common sense, sense of humor, perseverance, curiosity, pride, friendship, and resourcefulness.

MAKE-UP WORK

Students who are absent are required to make up work that the teacher assigns. One day will be allowed for each day absent. Parents may request that make-up work be sent home with another student or pick up make-up work in the office for a student who is home ill. Please notify us in the morning so this work may be compiled.

MEDICAL INFORMATION

Medical information will be shared with appropriate personnel.

HEALTH SCREENINGS

The following health screening takes place each year:

Hearing - Grades 1 and 4; by speech and hearing teacher

Vision - Kindergarten; by professional optometrists

Grade 3 and 5; by school nurse

MEDICATION

When it is necessary for a student to take medication during the course of the school day, the procedures set forth in applicable Indiana law will be followed.

When possible medication should be given at home. Only those medications necessary to maintain the student in school will be administered during school hours.

Medications to be administered during school hours should be brought to the school clinic or school office. Medications are to be kept in a locked, designated area.

DOCUMENTATION

All persons administering medication at school, shall include the student's name, date, time, dosage and route that medication was given along with the signature of the person administering the medication.

DISCARDING MEDICATIONS

The parent/guardian is responsible at the end of the treatment regime for removing from the school any unused medication which was prescribed for his/her child. If the parent does not pick up the medication by the end of the school year, the school nurse will dispose of and document that the medication was discarded. Destruction of medications should be done in a manner which ensures that no other person can obtain possession of it. Medication should be discarded in the presence of a witness.

STUDENT ILLNESS

A child with a fever of 100° or more should not be sent to school until he/she is fever-free for 24 hours without fever-reducing medication. If a child has a temperature of 100° or greater the child will be sent home from school and should not return to school until fever free for 24 hours without fever reducing medication.

A child with vomiting and/or diarrhea should not be sent to school until symptom-free for 24 hours. If a child develops diarrhea or vomiting at school, the child will be sent home and should not return to school until the vomiting or diarrhea has

subsidized for 24 hours.

Sometimes extenuating circumstances may occur. The school nurse or clinic aide if the nurse is not available will evaluate these on an as needed basis.


BED BUG PROTOCOL

- ◆ Child or children upon whose person or belongings a bedbug or bedbugs has been found will be required to report to the school nurse before going to his or her classroom
- ◆ A school nurse and / or the individual that serves in that capacity at the beginning of school or upon arrival of the child will check the child and his or her belongings to ensure there are no bedbugs
- ◆ The building principal and / or other appropriate school personnel will be present during this check
- ◆ If no bedbugs are found the child will be directed to proceed on to his or her classroom or other appropriate destination
- ◆ If bedbugs are found the items upon which the bedbugs are identified will be secured in the nurse’s office...if bedbugs are found upon the child’s clothing a change of clothes may be required before child can proceed to class
- ◆ Parent / guardian will be notified if a bedbug(s) is found
- ◆ Daily checks will be done until a child has been found to have no bedbugs present for five consecutive days. After that time, precautionary checks may occur once a week until it is deemed by the school nurse to be no longer necessary.

2024-2025

IMMUNIZATION

Required and Recommended School Immunizations, Indiana 2024-2025



Grade	Required	Recommended	
Pre-K	3 Hepatitis B 4 DTaP (Diphtheria, Tetanus and Pertussis) 3 Polio	1 Varicella (Chickenpox) 1 MMR (Measles, Mumps and Rubella) 2 Hepatitis A	Annual influenza COVID-19
K-5	3 Hepatitis B 5 DTaP 4 Polio	2 Varicella 2 MMR 2 Hepatitis A	Annual influenza COVID-19
6-11	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 1 MCV4 (Meningococcal) 1 Tdap (Tetanus, Diphtheria and Pertussis)	Annual influenza 2 or 3 HPV (Human papillomavirus) COVID-19
12	3 Hepatitis B 5 DTaP 4 Polio 2 Varicella	2 MMR 2 Hepatitis A 2 MCV4 1 Tdap	Annual influenza 2 or 3 HPV 2 MenB (Meningococcal) COVID-19

For additional immunization information, visit: [in.gov/health/immunization](https://www.in.gov/health/immunization) or call 1 (800) 701-0704 during normal business hours.

Updated 1.30.2024

HepB: The minimum age for the third dose of Hepatitis B is 24 weeks of age.

DTaP: Four doses of DTaP/DTaP/DT are acceptable if fourth dose was administered on or after the fourth birthday.

Polio: Three doses of Polio are acceptable for all grade levels if the third dose was given on or after the fourth birthday and at least six months after the previous dose.

Varicella: Physician documentation of disease history, including month and year, is proof of immunity for children entering preschool through 12th grade. Parent report of disease history is not acceptable.

Tdap: There is no minimum interval from the last Td dose.

MCV4: Individuals who receive their first dose on or after their 16th birthday only need one dose of MCV4.

Hepatitis A: The minimum interval between first and second dose is six calendar months. Two doses are required for all grade levels.

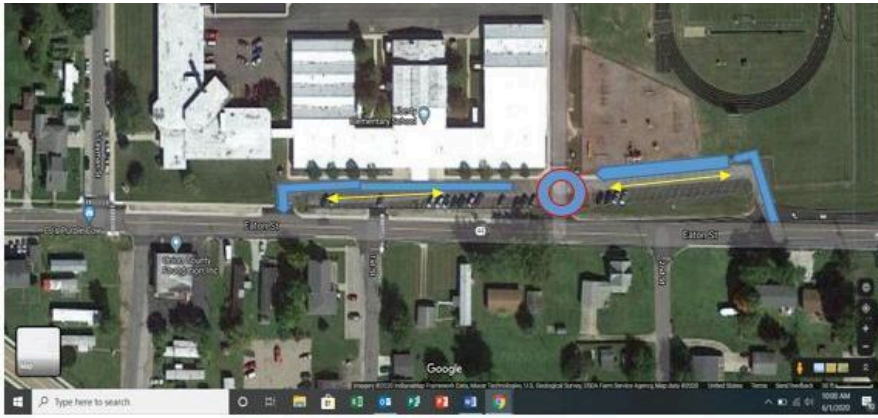
PARENT-TEACHER COMMUNICATION

Phonecalls cannot be accepted by teachers during class time. You may leave a voicemail message or message in the office. This does not guarantee a teacher will listen to the message before the end of the day. Email messages to a teacher or principal are an effective way to communicate.

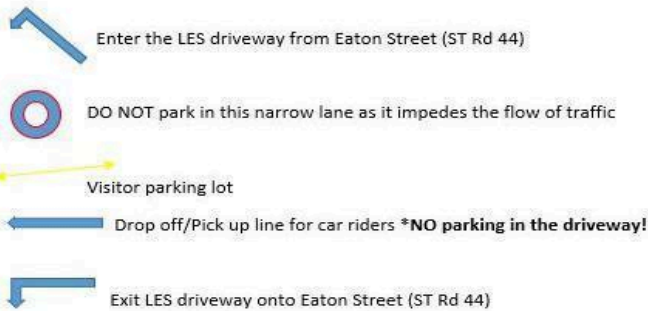
If you wish to set up a conference with your child’s teacher, please make an appointment as our teachers’ daily schedules do not allow for drop in conferences.

A newsletter will be sent home with students at the beginning of each month. Each classroom teacher will keep parents informed through weekly classroom newsletters.

PARKING IN FRONT OF L.E.S.



We have a difficult situation with traffic at our school during arrival and dismissal time. The fact that the school was built so close to the road is part of the problem. The vast majority of our parents have followed the procedures listed below and we appreciate the patience that you exhibit at dismissal time. On occasion, we run into a dangerous situation when someone becomes impatient. **We ask that everybody follow the procedures listed below to ensure that we do not have a serious accident where a child could be injured.**



1. If you are pulling into the driveway before dismissal, pull all the way up to the west end of our driveway. We need to fit as many cars as we can into the driveway.

DO NOT PARK OR STOP in the narrow section of the driveway. Parents are not to park in any area that would impede the flow of traffic through the school's driveway.

2. Cars are to drop off and pick up students only in front of the building. On occasion we have had cars try to pull into the area where the buses load and unload. We do not want to bring automobile traffic into this area.

3. If you are crossing with your children, **cross with the crossing guard**. We ask our students to do this, and we need parents to set a good example by also crossing with the crossing guard in front of the building.

4. Children exiting the Red Brick Building have been told to only cross the street by the crossing guard. On occasion, we have had parents that are parked across the street that are waving to their children to cross in the middle of the street. We know it may take a moment longer, but please do not encourage your children to cross in the middle of Layman Street.

5. Bus students will enter and exit only at the back of the building. Walkers or students that are being dropped off are not to use these doors for entering or exiting the building. Walkers and students being dropped off can enter or exit at the front doors to the Elementary, the doors by the Superintendent's office, or the breezeway doors.

PARTIES

Classroom parties are held at Halloween, Christmas, and Valentine's Day. Birthday treats may also be sent, but parents/guardians **must check with the teacher before sending any treats.** Parents should be sensitive to classmates with food allergies.

HALLOWEEN PARADE

A Halloween Parade is held annually. The following restrictions exist for costumes:

- ➔ There are to be no weapons as part of the costume. This includes guns, knives, swords, hatchets, etc.
- ➔ Fake blood is not allowed as any part of a costume. This applies to any manufactured mask or blood that is applied.

Should a student wear a costume that does not follow these restrictions, the student will be given an opportunity to remove the part of the costume that violates these rules. If the student chooses not to, the student will not participate in the parade.

PERSONAL PROPERTY

Students bringing toys, balls, games, etc. to school for use during recess will assume full responsibility for these items. Many times these items may be lost or broken by other students and liability becomes an issue. If any of these items cause a problem, students will be instructed to take them home and leave them there. No hand-held, battery-operated, or electronic toys will be allowed at recess. This includes, but is not limited to Game Boys, Nintendo, MP3 players, or iPods. Please understand that the school cannot be held responsible for lost, stolen, or damaged electronic games, CD players, remote control cars, etc.

Handheld laser lights are not to be brought to school. **Fidget spinners** may not be brought to school.

PHOTOGRAPHY

The District has a need for photographs for use in personnel records, student records, school newsletters, general public information, and the like. Commercial use of personal photographs shall be prohibited without specific approval of the parent and/or staff member. Group photographs of a general nature may be used for public relations and media press releases; however, individual photographs require a written approval from the parent/staff member prior to use.

Photographs and videos taken of students and posted to social media without parent/staff member consent are prohibited. Visitors to our school may not take student pictures or videos without staff consent.

PHYSICAL EDUCATION

Students are to have gym shoes to participate in gym class. Any student who needs to be excused from physical education for a day must have a note from a parent or guardian. Prolonged non-participation in P.E. will require a doctor's statement.

PROMOTION-RETENTION POLICY

Students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. Grade level placement of students will be made at the end of each school year; however, adjustments may be made during the school year to meet the needs of individual students.

When retention is being considered an additional parent/teacher conference should be arranged informing the parents that retention is being considered. While parent input is a major consideration in determining whether a student will be retained, the final decision will be made by the principal.

PTO

All parents are invited and encouraged to become involved and support the Parent-Teacher Organization (PTO). The PTO provides another means for the school and parents to work together for the benefit of students at Liberty Elementary and College Corner Elementary. PTO plans fundraising projects, coordinates volunteer efforts with special projects, and fosters school pride. The organization hosts meetings throughout the school year. Communications are sent in the Friday folder. All parents are encouraged to take an active role in the organization's many endeavors.

RECESS

All students will go outside for recess. Students will receive a minimum outside recess of 15 minutes daily, weather permitting. Students may be excused from outside recess with a doctor's statement, following a prolonged or serious illness or injury. No handheld games or devices will be allowed during outside recess. Also, no hard baseballs can be used during recess. Students may lose no more than half of their total recess time due to academic issues.

RECESS MILK

LES Kindergarten students have an opportunity to have additional milk during the school day. Recess milk costs 50¢ a day for everyone. If students do not want or like milk, water may be substituted.

RELEASE OF STUDENTS FROM SCHOOL DURING SCHOOL DAY

- 1) Students will be released from school only to their parent(s) or to a person authorized by their parents. Authorization is given by listing those individuals on PowerSchool. Parents must notify the school if someone other than those listed on PowerSchool will be picking up their student. Parents must notify the school if any information on PowerSchool concerning authorized persons needs to change.

- 2) Parents or authorized persons should report to the office to sign the student out. The student will be called to the office. Parents are not permitted to go directly to the classroom to pick up a student.
- 3) If conflict occurs over any party taking the child from the school, legal status must be established with clear documentation.

REPORTING OF STUDENT PROGRESS

Report cards are sent home every 9 weeks. Parents of students in grades 1-5 can view their child's grades in PowerSchool at any time. Midterms will no longer be sent home because of this option.

In addition to report cards, all students will bring home a "Friday Folder" each week containing some of their work and giving parents an opportunity to communicate with their child's teacher. Please take the time to examine your child's work, sign the communication sheet, and return the folder the next school day.

SNACKS

After communicating with the teacher, birthday treats may be delivered to the office. Treats will be served during regular classroom snack time. Please do not send in cookies or cupcakes without contacting your child's teacher beforehand.

Healthy Snacks Policy

The Union County College Corner School Corporation has developed and adopted a Wellness Policy. The purpose is to promote healthy nutrition and physical activity with our students.

Check with your child's teacher if there are any food allergies in the class.

STUDENT RESTRAINT/SECLUSION

As a part of the emergency procedures in place in our schools, no student will be restrained and/or placed in seclusion by school staff unless the student's behavior poses an imminent risk of injury to him/herself or others. However, significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after any such use of restraint and/or seclusion, the parents or guardian will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the circumstances that led to the use of restraint and/or seclusion.

STUDY HALL

Study Hall will be used at the teacher's discretion for discipline/behavior issues. Study Hall may be used for make-up tests, completing classwork, or late assignments as long as the student still has half of their normal, daily recess time.

SWIFT K12

Swift K12 is an automated parent notification service that the Union County/College Corner Joint School District is implementing to allow schools to contact thousands of parents within minutes. The service may be used for emergency information such as weather closings or crisis situations. It can also be used for informational communication about upcoming events. In order to benefit from the service, it is important for families to have accurate information on file for your current phone numbers and to update the school as well as Power School when phone information changes.

TECHNOLOGY CHARGES

Broken Screen \$45.00

Keyboard \$46.00

Charger Dell \$40.00

Camera \$25.00

Bezel \$20.00

Full Replacement \$298.00

Replacement Case \$24.00

TBRI

Union County College Corner Joint School District is using a Trust-Based Relational Intervention (TBRI) method to provide

effective support for our students. The three principles of TBRI include connecting, empowering, and correcting our students. Our school motto states: Stick together, be kind, and have fun.

Stick together

We “stick together” with one another by listening to people without interrupting. “Sticking together” also means going where the class is going (e.g., lining up for lunch) and doing the task that the class has been asked to do (e.g., working independently on a reading assignment). We are “sticking together” when we follow directions and classroom rules.

Be Kind

Everyone deserves to feel safe and respected at school. Calling people names, laughing at them, making fun of them, or hurting others feelings is hurtful on the inside (i.e., emotionally). Using inappropriate language is another inside hurt. Hitting, kicking, pushing, or in any way using your body to harm another person hurts them on the outside (i.e., physically). No one is allowed to be harmful to property (e.g., student’s own items, peers’ items, teacher’s items, or the school property) at school. In order to maintain safety and create healthy relationships, there are “no hurts” allowed.

Have Fun

If everyone is sticking together and being kind to one another, the whole group will have fun!

TEXTBOOKS

Students are provided with their required textbooks each year. If a textbook is lost and not found by the end of the school year, a replacement fee will be charged. Also, a replacement fee will be charged if a textbook is damaged and is no longer in acceptable condition for the next student. Parents of students qualifying for the Free/Reduced Textbook Assistance Program may receive assistance for the amount charged for rental of textbooks. A Free/Reduced Lunch Form must be completed and approved to be eligible for this support. Fees are assessed on a yearly basis to help cover the cost of technology and curriculum materials and resources. These fees are not covered under textbook rental and will be assessed for all students.

If parents cannot pay their textbook rental at registration, a payment plan must be completed. Reminder notices are sent if payment is not kept on schedule. If payments are not completed by December 1, schools will turn the information over to the Central Office for referral to the Small Claims Court.

When delivering items to the school for your child, please bring them to the office, and they will be delivered to the student’s room for you.

Parents wishing to visit their child’s classroom during the day are welcome. Please send a request to the teacher and the office at least 24 hours prior to when you would like to visit. Guests must follow the Visitor Policy while on school grounds. Guests may visit for up to 1 hour per visit.

Video Security: LES/CCUS utilize security cameras and video recording software to ensure student safety. Cameras and recording software are in use at all times. Recorded material is reviewable by the administration at any time and may serve as evidence for investigating student or visitor misconduct. The security camera system footage can only be viewed by school officials and law enforcement agencies.

This student handbook, including the Student Code of Conduct, should be read in conjunction with the Union County College Corner Joint School Corporation Policy Manual. This handbook and the Student Code of Conduct are intended to implement UCCCJSD Board policy. Although the provisions of this handbook are intended to be consistent in all respects with applicable Board policy, any apparent conflict between the provisions of Board policy and this handbook shall be resolved in favor of the provisions of UCCCJSD Board policy

Schedule	86-87	Lost & Found	92
Handbook, Mission, Non-Discrimination Policy,	88	Metal Detectors	62
Staff	88	Notifications of Rights Under FERPA	62-63
Academics: achievement, honor code, definitions, grading scale, progress reports, promotion & retention policy, tutoring, twenty-first century scholars program	88-89	Pediculosis Infestation Policy	63
Arrival & Dismissal	89-90	Personal Property	63
Attendance: encouraging attendance, students entering and leaving during school day, perfect attendance, reporting absences, definitions, truancy, tardy & half day absences, prearranged absences, make up work, procedures for students with 5 or more absences	52 & 90	Pesticide Notification Registry for Schools	64
Bus Rules & Regulations	11	Probation	92-93
Background Checks for Volunteers	53	Property Damage	64
Backpacks & Bags	91	School Nursing Services: illness, medications, doctor's orders, health screenings, immunization requirements	64-65
Cafeteria Guidelines	91	School Closings Due to Bad Weather	65
Clubs & Organizations	91-92	Tobacco / Vaping Policy	65
Code of Conduct for Academic and Extracurricular/Co-Curricular Activities	92	Vending Machine Use	93
Dance / Social Procedures	92	Visitors	65
Discipline	12-47	Withdrawal from School	65
Dog Searches	53		
Dress Guidelines	54		
Drug Testing Policy	92		
Electronic Devices	55-57		
Emergency Procedures	57		
Harassment / Bullying Policy	57-58		
Insurance	58		
Internet Policy	58-61		
Locker Rules	62-63		

UCMS SCHEDULE

	Red Days	Blue Days	Times
SRT	Daily	Daily	8:10-8:50 (40 min)
Block One	R1	B1	8:54-10:15 (81 min)
Block Two	R2	B2	10:19-12:15 (86 min)
	Lunch A: 11:10-11:40 Lunch B: 11:45-12:15		AClass 10:19-11:10 (51), 11:40-12:15 (35) BClass 10:19-11:45 (86)
Block Three	R3	B3	12:19-1:40 (81 min)
Block Four	R4	B4	1:44-3:10 (86 min)
Bus dismissal bell rings at 3:05 p.m. & Walkers & car riders dismissal bell rings at 3:10 p.m.			

ALTERNATING DAYS

WEEK 1 - Monday Red, Tuesday Blue, Wednesday Red, Thursday Blue, Friday Red

WEEK 2 - Monday Blue, Tuesday Red, Wednesday Blue, Thursday Red, Friday Blue

UCMS Two-Hour Delay Schedule		
Block 1	10:10 - 11:14 (64 min)	
Block 2	11:18 - 12:52 (64 + 30 min)	
	A Lunch: 11:18 - 11:48 B Lunch: 11:55 - 12:25	A Class: 11:48 - 12:52 (64 min) B Class: 11:18 - 11:55 (37 min) 12:25 - 12:52 (27 min)
Block 3	12:56 - 1:58 (62 min)	
Block 4	2:02 - 3:10 (68 min)	
Bus dismissal bell rings at 3:05 p.m. & Walkers & car riders dismissal bell rings at 3:10 p.m.		

UCMS Early Release Schedule		
SRT	8:10 - 8:50 (40 min)	
Block 1	8:54 - 10:08 (74 min)	
Block 2	10:12 - 11:58 (76 min class & 30 min lunch)	
	A Lunch: 10:50 - 11:20 B Lunch: 11:28 - 11:58	A Class: 10:12 - 10:50 (38 min) 11:20 - 11:58 (38 min) B Class: 10:12 - 11:28 (76 min)
Block 3	12:02 - 1:16 (74 min)	
Block 4	1:20 - 2:40 (80 min)	
Bus dismissal bell rings at 2:35 p.m. & Walkers & car riders dismissal bell rings at 2:40 p.m.		

Red/Blue Schedule

August 2025

September 2025

October 2025

November 2025

December 2025

Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa				
					1	2		1	2	3	4	5	6				1	2	3	4							1		1	2	3	4	5	6				
3	4	5	6	7	8	9		7	8	9	10	11	12	13		5	6	7	8	9	10	11		2	3	4	5	6	7	8		7	8	9	10	11	12	13
10	11	12	13	14	15	16		14	15	16	17	18	19	20		12	13	14	15	16	17	18		9	10	11	12	13	14	15		14	15	16	17	18	19	20
17	18	19	20	21	22	23		21	22	23	24	25	26	27		19	20	21	22	23	24	25		16	17	18	19	20	21	22		21	22	23	24	25	26	27
24	25	26	27	28	29	30		28	29	30						26	27	28	29	30	31			23	24	25	26	27	28	29		28	29	30	31			
31																30																						
January 2026							February 2026							March 2026							April 2026							May 2026										
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa				
					1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4						1	2			
4	5	6	7	8	9	10		8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9			
11	12	13	14	15	16	17		15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16			
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25	26	27	28	29	30	31									29	30	31						26	27	28	29	30			24	25	26	27	28	29	30		
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UNION COUNTY MIDDLE SCHOOL

488 State Road 44 East
 Liberty, Indiana 47353
 Phone (765) 458-7438
 Fax (765) 458-6041

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UNION COUNTY MIDDLE SCHOOL STUDENT HANDBOOK

The purpose of the Student Handbook is to give students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education in our schools. In case of a conflict between a Board Policy and the provisions of this handbook, the Board Policy most recently adopted by the Board will prevail. This handbook is not a contract between the school and parents/guardians or students. It may be amended at any time at the discretion of the corporation. If policy changes are enacted during the school year, the administration will communicate the changes immediately to students, staff and parents/guardians.

MISSION STATEMENT

Provide all our students with the academic and social skills necessary to become lifelong learners and responsible citizens.

UCMS Staff			
Principal Assistant Principal Secretary Treasurer School Counselor School Nurse Agriculture Art Business English English English Exceptional Education Exceptional Education	Monica Hofmann Emily Snyder Dana Lindsey Victoria Smejkal Bryanne Byrd Peter Volk Paige Persinger Brian Durham Tonia Severance Isaac Welch Morgan Edelman Deron Price	Math Math Math Music Choral Music Instrumental PE/Health Science Science Social Studies Social Studies Social Worker Library Aide Aides:	Shannon Estep Debbie Allbright Troy Allbright Kenny Higgins Haley Hoover Anita Carter Paula Farthing Allison Seibert Cierra Miller Bev Shepler Bill Renwick Mekyla Parks

ACADEMICS

Academic Achievement

At the end of each grading period, students that receive 3.0 or better will qualify for Academic Recognition in one of the following categories: Straight A's 4.0 GPA or Honor Roll 3.9-3.0 GPA

Academic Honor Code

In its simplest form, academic integrity is the idea that all work that a student does is original. We feel that the Honor Code is the best way for us to further the atmosphere of academic honesty and an attitude that cheating and plagiarism are unacceptable, not because students fear being caught, but because these actions are unfair to the students and their peers and detrimental to our community as a whole. The Honor Code will allow UCMS to teach us more than numbers and words, but also teach us how to be true to ourselves, honest in our actions, and capable of fairly co-existing with others - lessons that will help us to succeed throughout our lives.

The Honor Code affirms that students have been and will be academically honest. It affirms that they will not plagiarize, will not copy, will not lie, will not cheat, and will not defy any of the departmental standards regarding the Honor Code. In agreeing with these statements, students recognize that even the attempt to disregard this pledge is a violation of Honor Code policy.

Definition Of Terms

- **PLAGIARISM**- the representation of another's words, phrases, paragraphs, or ideas as one's own.
- **COPYING**- the direct use of another student's work to complete a quiz, test, exam, or other assignments; or allowing another student to use your own work for that purpose. Also, any use of answers located in the book without the teacher's authorization. Claiming ownership (copy & paste from the web) of online content.
- **LYING**- the deliberate deception about academic work, including the signing of the pledge when aid has been given or received.
- **CHEATING**- any act of deception, fraud, or trickery that results in representing someone else's work as one's own or in affecting one's grades or any act that aids another student in such deception. Cheating includes, but is not limited to, copying from notes, books, or online content without the permission of the teacher or aiding another student in such practices.
- **AI MISUSE** – The unauthorized use of artificial intelligence (AI) tools (such as ChatGPT or similar programs) to complete assignments, tests, or other academic work. Submitting any work generated by AI as your own without explicit authorization by the teacher and/or proper citation constitutes plagiarism. AI tools may only be used when explicitly permitted by the teacher for specific assignments.

Any student who is found guilty of any Honor Code offense will receive a grade of zero (0) on the first offense and a conference will be held with the student and his/her parent/guardian and the teacher. Any additional offense will result in at least a conference with the parties listed above and further disciplinary action.

Grading Scale

A+ 100-99	A- 93-90	A 98-94
B+ 89-88	B- 83-80	B 87-84
C+ 79-78	C- 73-70	C 77-74
D+ 69-68	D- 63-60	D 67-64
		F 59 and below

Progress Reports To Parents

Student grades are kept up to date and are available to students and parents via PowerSchool. Report card grades will be posted at the end of every 9 weeks grading period.

Promotion & Retention Policy

Union County Middle School teachers and administrators are committed to helping our students gain the foundation needed for high school. Students should demonstrate motivation and academic competency in their grade level before being promoted to the next grade level. Final decisions about promotion/retention will be made by the building principal. Any student earning 2 or more D+s or lower will be considered for summer school and/or retention.

Tutoring

- **HOMEWORK HOTLINE- WWW.ASKROSE.ORG**- Rose-Hulman Institute of Technology's Homework Hotline provides FREE math and science homework help to students in grades 6-12. Students or parents may contact the Homework Hotline from 7:00 p.m. to 10:00 p.m. September through May. Call toll free at 1-877-ASK-ROSE. The program is funded by Lilly Endowment, Inc. and Rose-Hulman Institute of Technology.

Twenty-First Century Scholars Program

The State of Indiana offers a scholarship program to income qualifying 7th & 8th middle school students that are residents of the State of Indiana. Parents are encouraged to visit the website at www.scholars.in.gov. Any questions, contact the MS office.

ARRIVAL AND DISMISSAL

Union County Middle School hours: 8:10-3:10

- Doors open for breakfast at 7:45 (Students should not arrive at school prior to 7:45 a.m.)
- Tardy bell rings at 8:10 a.m.
- Bus dismissal bell rings at 3:05 p.m. (Exit through door 9)
- Walkers & car riders dismissal bell rings at 3:10 p.m. (Exit through door 1)

All students are to report directly to the Gym or Cafeteria if eating breakfast. No students are to be in the academic hallways before the first bell. All students are to be out of the building by 3:30 p.m. unless they are staying for a supervised activity (students must be accompanied by an adult supervisor).

- Bicycle riders are expected to park their bicycles at the bike rack at the end of the gym. Recreational riding is not permitted at any time during school hours.
- Skateboards and scooters are not permitted on school grounds during school time. They present a danger to the student and to others at the busiest times of the day.
- School rules and policies will be in effect for all students en-route to and from school.
- Students who walk or ride to and from school are requested to walk on established walkways and paths- there should be no students on the access lane between the middle school and the high school during arrival and dismissal times.
- Students that come to school by automobile are to be let out as quickly and safely as possible at the main entrance (door 1) to the building.
- The back entrance (door 9) is the bus-loading zone and should be kept clear of all vehicular traffic.
- No car traffic is permitted on the access road between 7:45-8:30 a.m. and 2:30-3:30 p.m.

Attendance: Corporation Attendance Protocols (See Page 52)

Reporting Absences

All absences must be reported by the parent or guardian. An absence report needs to include a specific explanation for the reason for the absence. Absences may be reported by phone, voicemail, electronic transmission, or written note to the school secretary. If

an absence report is not received by 9:00 a.m., when possible an attempt will be made by the school to contact the home of the missing student to verify his/her absence. Should the school have to make this contact because the guardian did not call, the absence will be considered unexcused, unless approved documentation is provided from a doctor, court, or facility upon return.

Definitions:

- 1. Excused Absence:** Regular attendance is essential for each child to receive benefit from regular daily instruction. We urge all parents to keep students at home only when it is necessary. The following factors are considered reasonable excuses for time missed at school: illness, recovery from accident, required court appearance, death in the family, observation of religious holiday, professional appointment that cannot be scheduled after school, maternity, military connected families' absences related to deployment and return, and such other good cause as may be acceptable to the Superintendent or permitted by law.
- 2. Unexcused Absence:** Any absence that is not an excused absence or an exception to compulsory attendance contained in Policy 5200 is an unexcused absence. A maximum of five (5) days per semester and ten (10) days per school year will be excused. Students must have documentation from a doctor, court, or facility for every absence above and beyond the maximum or the absence will be considered unexcused.
- 3. Exempt Absence:** Pursuant to I.C. § 20-33-2-14 through 17.2, a student is excused from attending school under some circumstances. Those circumstances include serving as a page or honoree of the Indiana General Assembly, participating in an election, testifying in court under subpoena, serving with the National Guard for no more than ten days, or serving with the civil air patrol for no more than five days. In each of these circumstances, the student is excused from school, is not to be recorded as absent, and may not be penalized in any way by the school.

The governing body of a school corporation may authorize the absence and excuse of a student who attends any educationally related non-classroom activity if the activity meets the conditions set out in I.C. § 20-33-2-17.5.

Truancy

The NEW SCHOOL ATTENDANCE LAW calls for schools to **report students who are truant** — meaning they have missed 10 days of school without an excuse — to the prosecutor. The prosecutor must notify parents of those reports. And it requires schools to notify parents that their family could be referred to the court or the Indiana Department of Child Services if the student is truant.

Tardy & Half Day Absences

A student who arrives 25 minutes or more late is considered absent. A student who arrives up to 25 minutes late is considered tardy. The first three tardies of any semester are dealt with at the teachers' discretion. Tardies number four through seven will result in disciplinary action per disciplinary chart. *Athletes must be in attendance by 11:30am to participate in any sport.*

Prearranged Absences

Students who know that they will have an absence are asked to complete a pre-arranged absence form available from the office. Absences requiring this form include, but are not limited to: Club Field Trips, such as: orienteering meets, FFA field trips, etc., Family Vacations, etc. Students who have a prearranged absence are to have all work completed and turned in no later than the second day after the student's return to school. ***These absences will count towards the student's total of TEN excused (10) days.***

- STUDENT VACATIONS DURING THE SCHOOL YEAR - Vacations during school days will need a prearranged absence form filled out and turned in prior to the absence, and all work needs to be completed and turned in prior to or no later than the second day after student's return. If the form or classwork was not completed and turned in, or if the student has exceeded the 10 day limit of excused absences, the vacation days will be unexcused.
- FIELD TRIPS - Forms for field trips will be issued by the teacher sponsoring the trip and students must get a parent signature. Students must be in good standing to be permitted to attend field trips. Students on Social and/or Academic probation will not be permitted to attend non-academic field trips and will be given alternative assignments while they remain at school. Their attendance at school on the day of the trip is required. This policy does not apply to the Washington D.C. trip

Make Up Work

Students can make up any work as the result of an absence or suspension. It is the student's responsibility to request missed work. The deadline to make up work will be two days for the first day absent and one day for every other day. The middle school does not make assignment arrangements for a single day absence. Parents may call for homework on the second day of the student's absence. Please call before 10:00 a.m. and assignments will be available after 3:00 p.m. Work that is picked up should be completed when the child returns. Any pre-arranged assignment or project that was given prior to an absence is due upon the student's return.

BACKPACKS & BAGS

Gym bags, back sacks, backpacks, etc. are not to be carried to class or in the halls during school. They are to be stored in the student's individual locker upon arrival at school and may be removed at dismissal.

CAFETERIA GUIDELINES

Union County Middle School has a "closed" lunch period. This means students are not to leave school grounds during the lunch break without permission from the office. Students (and parents/guardians, etc.) may not order food to be brought in or delivered to the school unless special permission is given in advance by the administration. Parents and/or guardians are not permitted to eat in the school cafeteria with students unless it is a specifically assigned activity or permission has been given in advance by Administration.

The middle school has a computerized debit system for the collection of breakfast and lunch fees. Middle school students will continue to use the PIN# that they were assigned from the previous year. Students may pay cash on a daily basis or deposit money into their accounts as needed. Checks received over the purchase price for any meal item will be put on the student's account. The school will not give change for checks. If parents want to deposit money we have an Online Credit Card Payment program called "mySchoolBucks." More information is available at www.mySchoolBucks.com or at the corporation website www.uc.k12.in.us.com. UCMS offers breakfast each morning until 8:05 a.m. When going to lunch, all students are to observe the following rules:

- Students will be seated prior to getting in the lunch lines.
- Students will remain seated except to get in line and deposit trash.
- Students are not to re-arrange the chairs and tables unless the lunch duty supervisor gives permission.
- Students should remain in the cafeteria or assigned areas during assigned lunch times.
- One student at a time may use the restroom and must take the pass with them.
- Students are not to "borrow" or ask for lunch money from other students.
- Students are not allowed to bring in open containers or screw top drinks to school. No soda allowed.
- Students are responsible for disposing of all trash.
- No food or drink is to leave the cafeteria at the end of the lunch period.
- Students assigned a lunch detention or ISS may not purchase snack items in the cafeteria.

CLUBS / ORGANIZATIONS

The following clubs and organizations are available for students at UCMS:

Band – Grades 6-8	Football – Grades 7-8
Basketball – Girls and Boys – Grades 6-8	Golf – Girls and Boys – Grades 6-8
Cheerleading – Grades 7-8	Orienteering Club
Choir – Grades 6-8	Track – Girls and Boys – Grades 6-8
Cross Country – Girls and Boys – Grades 6-8	Volleyball – Grades 6-8
Drama Club – Grades 6-8	Wrestling – Grades 6-8
FFA – Grade 8	
HONOR SOCIETY - Any seventh or eighth grader is eligible for selection into the UCMS Honor Society, providing they have a 3.5 GPA average in all classes to meet initial eligibility requirements. In addition, students cannot have any Level 2 or higher discipline referrals and no more than 10 discipline marks through the first semester of seventh grade. Level 1 offenses will be taken into account, and if they call into question Character (such as cheating), those could make the candidate ineligible. Excessive absences not due to long-term illness could also impact eligibility. It is the student's responsibility to submit an application for consideration to become a member of the UCMS Honor Society. Selection of members will take place in the spring. A list of applicants is given to the Faculty Council for an evaluation using the following standards: 1. Service 2. Leadership 3. Character 4. Citizenship	
STUDENT COUNCIL - Student Council representatives are elected to their grade level positions. School issues and/or concerns should be shared with the student council. Council members are subject to academic eligibility and social probation guidelines.	
5th Grade students may be permitted to participate on a middle school team based on need and approval by the administration. If the administration and coaches determine 5th graders are not needed to field a complete team, coaches may allow 5th graders to participate as exhibition only.	

ATHLETIC AND EXTRACURRICULAR PARTICIPATION: Students that participate on any team that has a corporation paid coach will be expected to meet the following guidelines:

- All student athletes will be required to have a physical.
- Student athletes must pass 70% of all grade bearing subjects on the previous grading check period to be eligible for full team participation. Grade check periods are defined as end-of-quarter grades and mid-quarter grades.
- If a student athlete is ineligible, he/she may practice with a team but may not participate in any contests for the remainder of that grade check period.
- If a student chooses to participate in any of the extracurricular clubs sponsored by the school, they are expected to practice acceptable behavior at all times. Any student that is holding a leadership position and receives disciplinary action that results in a day(s) of in-school or out-of-school suspension will lose that leadership position immediately.
- A student that is on social probation will not be allowed to participate until he/she gets off of the probationary status. They may practice with permission of the coach.

CODE OF CONDUCT FOR ALL ACADEMIC AND EXTRACURRICULAR/ CO-CURRICULAR ACTIVITIES

Participation by students in ECA programs is a privilege. In accepting that privilege, students and their parents/guardians accept the responsibility that accompanies such participation as a representative of the student body and school community. That responsibility places the student in a position to model both citizenship and academic performance. Consequently, any student who is involved in any ECA must adhere to the ECA Code of Conduct and submit to participation in the UCCCJSD Random Drug Testing Program.

Academic Standards

1. To be eligible scholastically, students must be enrolled in, and must have received passing grades at the end of the last grading period in, at least seventy percent (70%) of all grade bearing subjects.
2. Ineligible students may become eligible if passing 70% of their classes at midterm (UCMS Only)
3. A student must be in attendance by 11:30 a.m. in order to participate in ECA activities that day. Exceptions to this are doctor appointments, family emergencies or a waiver from the school administration. School field trips constitute attending school.

DANCE / SOCIAL PROCEDURES

The Student Council sponsors social events throughout the year. They are scheduled for the enjoyment of all students and may include music/dancing, concessions, and/or games/competitions! Students are required to exhibit appropriate behavior.

- Students that are on social/academic probation are not allowed to attend the dance/social.
- Students are not allowed to leave before the end of the activity unless a parent or guardian checks with the chaperones or administration.
- Any student that is currently suspended or expelled is not allowed to attend.
- Only students currently enrolled at UCMS may attend.
- All school rules are in effect.
- School Dress Code Guidelines will be followed at dance/socials unless given prior authorization by administration.

DISCIPLINE

Code of Conduct and Athletic Code can be found at the end of this document PG. 12-53

DRUG TESTING POLICY

7th & 8th Grade Students expecting to participate in any extracurricular or co-curricular activities (including dance/socials) must enroll in the UCCCJSD Random Drug Testing Program prior to the first scheduled contest/event in which they desire to participate. Any student not enrolled by this deadline will not be allowed to participate in any of the activities addressed by this policy until they have enrolled.

LOST AND FOUND

All lost and found items are placed in the atrium. Any item that is not picked up within a reasonable length of time will be donated to charity and/or disposed of.

PROBATION

A student who meets either criteria for social or academic probation outlined below, will not be permitted to participate in any extra-curricular activities that are sponsored by UCMS or any UCCCJSD school. This includes athletic participation, non-academic events, dances, non-academic field trips, and convocations. Placement on probation is determined by the previous grading period, as is removal from probation. Grade check periods are defined as end-of-quarter grades and mid-quarter grades.

- **Social** - Any student committing a disciplinary infraction resulting in an ISS or OSS during a grading period will be placed on

social probation for a period of time not exceeding one grading period.

- **Academic** - Any student earning less than 70% passing grades in their classes will be placed on academic probation for the next grading period. Ineligible students may become eligible if passing 70% of their classes at midterm (UCMS Only).

HEALTH SCREENING

The following health screenings take place yearly: 7th Grade – Hearing; 8th Grade – Vision.

IMMUNIZATION REQUIREMENTS

The State of Indiana requires the following immunization for those students in grades 6th – 8th:

- 2 Hepatitis A (6th & 7th Grade Only)
- 5 DTaP
- 3 Hepatitis B
- 2 MMR
- 2 Varicella
- 1 Tdap
- 1MCV4 (meningococcal vaccine)
- 4 Polio

Please be aware that most students receive the Tdap, MCV4, and Hepatitis A vaccines the summer before they enter the 6th grade. Please provide proof of immunizations before or on the 1st day of the school year if your child has received immunizations during the past calendar year. Students may be excluded from school by IN state law if they are not found compliant with these requirements. Some doses of vaccinations may be considered invalid by the Center for Disease Control depending on when they were given. If this happens, the school nurse will notify the parent of the need to repeat that vaccination. If you have any questions regarding immunizations, please contact your medical provider or the school nurse.

VENDING MACHINE USE

Students may use the vending machine in the gym hall after school.

WATER BOTTLES

Students may have water in class. Only clear, plastic, leak-proof bottles are allowed.

**See common rules/policy/information for more information on
Middle School (starts on pg.3)**

UCHS HANDBOOK

Table of Contents

Schedule, School Song, Tradition, Handbook, Vision, Non Discrimination Policy, School Board	95-96	Tobacco/Vaping Policy	65
Staff	97	Visitors	65
Academic Achievement Awards	97-98	ACADEMIC SECTION	105
Academic Honor Code	98	ACT/SAT	105
Attendance	52 & 99-101	AP Courses/ICC	105-106
Automobile and Driving Privileges, Busing	101-102	Alternative Education	106
Background Checks for Volunteers	53	Correspondence/Dual Credit Courses	106-107
Clubs and Organizations	102	Early Graduation Policy	107
Code of Conduct for Academic/ECA/Co-Curricular	12-47	Exams and Projects (semester)	107
Commencement	102	FAFSA	107
Dance Procedures	103		
Dress Guidelines	53-54	Grades/Credits	108
Electronic Devices	55-57	Health and Wellness Credit Waiver	109
Emancipation	104	Honor Roll Recognition	108
Emergency Procedures for Evacuating Buildings	57	Independent Study	108
Harassment/Bullying Policy	57-58	Internship Program	109
Insurance	58	NAIA/NCAA Division I/II Eligibility	109
Internet Policy	58-61	Physical Education Alternative Credit Waiver	109
Locker Rules	61-62	Edmentum Online	109-110
Lunch Time	104-105	Schedule Changes	110
National Honor Society	104	Scholarships, Shortened Day Policy, Special Services Academic Assistance	110
Notification of Rights Under FERPA	62-63		
Pediculosis Infestation Policy	63	Whitewater Technical Career Center	111
Pesticide Notification	64	Withdrawal Policy	66 & 112
Nursing Services	64-65	Course Offering	112
School Closings Due to Bad Weather	65	Diploma Types	112

UCHS SCHEDULE

	Red Days	Blue Days	Times	Minutes Per Class
Period One	R1	B1	8:15-9:35	80 minutes
Period Two	R2	B2	9:40-11:00	80 minutes
Period 3	Every Day	Every Day	11:05-11:45	40 minutes
Period Four	R4 (Lunch)	B4 (Lunch)	11:50-1:50 Lunches: A: 11:45-12:20 B: 12:30-1:05	80 minutes A Class 12:25-1:50 (85) B Class 11:50-12:30 (40); 1:10-1:50 (40)
Period Five	R5	B5	1:55-3:15	80 minutes

ALTERNATING DAYS

WEEK 1 - Monday Red, Tuesday Blue, Wednesday Red, Thursday Blue, Friday Red

WEEK 2 - Monday Blue, Tuesday Red, Wednesday Blue, Thursday Red, Friday Blue

HS Two-Hour Delay Schedule (Monday-Friday)		
Period 1:	10:15 - 11:15 (60 min)	
Period 2:	11:20-1:00 (65 min class + 30 min lunch)	
	A Lunch: 11:55-12:25 B Lunch: 12:30-1:00	A Class: 11:20-11:55; 12:30-1:00 (65) B Class: 11:20-12:30 (70)
Period 4:	1:05 - 2:05 (60 min)	
Period 5:	2:10 - 3:15 (65 min)	
HS Early Release Schedule (Monday-Friday)		

Period 1:	8:15-9:40 (85 min)	
Period 2:	9:45-11:10 (85 min)	
Period 4:	11:15-1:15 (85 min) + 30 min lunch	
	Lunches: A: 11:15-11:45 B: 11:55-12:25	A Class: 11:50-1:15 (85 min) B Class: 11:15-11:55(40 min); 12:30-1:15(45 min)
Period 5:	1:20-2:45 (85 min)	

UNION COUNTY HIGH SCHOOL HANDBOOK

Home of the "Patriots" - Est. 1972

410 Patriot Boulevard

Liberty, IN 47353

765 458-5136 Phone

765 458-6315 Fax

"Red, White, and Blue"



School Song:

We are proud of our school and team,
Patriots are tops...
And in them we have trust...
And want them to win!
We'll back our UCHS through thick and thin.
Faithful, loyal, we'll boost our team;
Red, White and Blue we'll carry high.
So it's onward...upward...
We're on our way to victory!
Rah! Rah! Rah!

Traditions:

Established in 1972, the first class to graduate from UCHS was the class of 1973, and UCHS continues to educate many outstanding young men and women. Union County High School is an accredited member of Cognia.

The UCHS Handbook:

The purpose of the Student Handbook is to give students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education in our schools.

In case of a conflict between a Board Policy and the provisions of this handbook, the Board Policy most recently adopted by the Board will prevail.

This handbook is not a contract between the school and parents/guardians or students. It may be amended at any time at the discretion of the corporation.

If policy changes are enacted during the school year, the administration will communicate the changes immediately to students, staff and parents/guardians.

UCHS Vision: UCHS empowers healthy, honorable, productive, resilient global citizens.

Union County College Corner JointSchool Board:

Jerry Ashbrook, Drew Ewing, Mallory Helton, Darrell Harvey, David Hofmann (Secretary), Jessica Jones, Susan Kirkpatrick, Michele Hill, Matt Snyder (President)

Superintendent		PE	Jordan Ashbrook
Principal	Randy Judd	Math	Maurice Green
Assistant Principal	Mike Reister	Math	Kyle Fischer
Office Manager	Miranda Maddock	Math	Megan Meier
Treasurer	Georgetta Hartman	Music Choral	Debra Allbright
Athletic Director	Ryan Overholt	Music Instrumental	Troy Allbright
Director of Student Services	Amy Oliger	Science	Kasey Brubaker
College & Career Coordinator	Shannon Hill	Science	Nick Shank
Guidance Office Manager	Ashley Welborn	Science	Cindy Toschlog
School Nurse	Laurie West	Social Studies	Jacob Bentley
Agriculture	Cassidy Redd	Social Studies	Ryan Brattain
Art	Mandi Reed	Special Needs	Kayla Hughes
Business/Health/Media	Ashley Reister	Special Needs	Deron Price
Business	Pam Shawl	Special Needs	Blake Babcock
English	Karla Barnhizer	Aides:	Bekki Geis
English	Marci Reece		Annette Skinner
English	Derek Miller		Rhonda Petro
			Paula Norton
FACS/Social Studies	Jennifer Brannon		
Foreign Language	Dorothy Campbell		

Receipt of this student handbook is delivered via the school website, paper copies are provided by office staff as needed/as requested. As a parent/guardian, I and my child(ren) understand, accept, and agree to comply with the school rules as communicated below and any additional rules communicated by the school administration on an as needed basis.

Academic Achievement Awards:

Purpose: To challenge, encourage, recognize, and reward academic excellence. Two yearly award programs are conducted. The Fall Awards Dinner Program presents awards for the previous school year. In the spring, seniors (only) are recognized on Senior Awards Night for the current school year's achievement based upon the Grade 12 schedule of awards.

Senior Awards Program (Diploma Bound)

Scholar Blanket: A Union County Scholar blanket -may be awarded to any senior with a 3.5 CUMULATIVE GPA (GPA reported on the report card).

Scholar Stoles Awarded to Diploma Bound Students: Seniors earning a diploma will be awarded stoles to wear at graduation based upon the classifications below. Stoles will recognize all Summa, Magna, and Cum Laude diploma-bound students. **Students will receive stoles and awards based on grades/status by their gpa at graduation.** Certificates and Stoles will be classified as:

Summa Cum Laude (Highest Honors) 3.9 and up
Magna Cum Laude (High Honors) 3.7-3.8999
Cum Laude (Honors) 3.5-3.6999

Valedictorian/Salutarian:

Union County High School has a strong and rich academic tradition. It is with great pride and hard work that students strive to be named Valedictorian and Salutarian of their class.

These two individual honors will be determined by the two senior students who possess the two highest grade point averages at the conclusion of their eighth semester their senior year.

In the case of a tie for either Valedictorian or Salutarian, the tied students will be recognized as Co-Valedictorians or Co-Salutarions.

Union County High School requires that students must be enrolled at Union County High School a minimum of four (4) consecutive semesters in order to be considered for either Valedictorian or Salutarian.

Students who graduate in three years (graduating a cohort early) will not be included in class rankings but will earn academic awards for the year they graduate. Students who graduate in seven semesters will have all of the same rights and responsibilities of students who graduate in eight semesters.

Academic Honor Code:

In its simplest form, academic integrity is the idea that all work that a student does is original. We feel that the Honor Code is the best way for us to further the atmosphere of academic honesty and an attitude that cheating and plagiarism are unacceptable, not because students fear being caught, but because these actions are unfair to the students and their peers and detrimental to our community as a whole. The Honor Code will allow UCHS to teach us more than numbers and words, but also teach us how to be true to ourselves, honest in our actions, and capable of fairly co-existing with others - lessons that will help us to succeed throughout our lives.

The Honor Code affirms that students have been and will be academically honest. It affirms that they will not plagiarize, will not copy, will not lie, will not cheat, and will not defy any of the departmental standards regarding the Honor Code. In agreeing with these statements, students recognize that even the attempt to disregard this pledge is a violation of Honor Code policy.

DEFINITION OF HONOR CODE TERMS

- **PLAGIARISM-** the representation of another's words, phrases, paragraphs, or ideas as one's own.
- **COPYING-** the direct use of another student's work to complete a quiz, test, exam, or other assignments; or allowing another student to use your own work for that purpose. Also, any use of answers located in the book without the teacher's authorization. Claiming ownership (copy & paste from the web) of online content.
- **LYING-** the deliberate deception about academic work, including the signing of the pledge when aid has been given or received.
- **CHEATING-** any act of deception, fraud, or trickery that results in representing someone else's work as one's own or in affecting one's grades or any act that aids another student in such deception. Cheating includes, but is not limited to, copying from notes, books, or online content without the permission of the teacher or aiding another student in such practices.

Any student who is found guilty of any Honor Code offense will receive a grade of zero (0) on the first offense and a conference will be held with the student and his/her parent/guardian and the teacher. Any additional offense will result in at least a conference with the parties listed above, plus an administrator to discuss the loss of credit for the class as a result of the violations documented by the teacher.

Attendance: Corporation Attendance Protocols See Page 52

The School Board requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

The school day begins at 8:15 a.m. Students are not permitted in the building prior to 7:30 am unless they are enrolled in "Early Bird." After the school day begins, students must enter and **sign-in and out** at the main office. Students **leaving early** for medical or dental appointments or for some other school approved reason must bring a note from home with a parent's or guardian's signature and phone number, and they must present this note to the attendance clerk at the beginning of the school day.

Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can - in and of itself - successfully accomplish this task. UCHS believes strongly in relationship building and ownership and support of all students. A professional staff member's responsibility must include, but not be limited to:

- a. Providing meaningful learning experiences every day; therefore, a student who is absent from any given class period would be missing a significant component of the course.
- b. Speaking frequently of the importance of students being in class, on time, ready to participate.
- c. Keeping accurate attendance records (excused vs. unexcused)
- d. Incorporating defined, daily participation as part of the teaching/learning process and each grading period.

Reporting of Student Absences

All absences must be reported by the parent or guardian. Absences may be reported by phone, voice mail, electronic transmission, or written note. If a phone call or voice mail or e-mail report is not received by 9:00 a.m., when possible an attempt will be made by the school to contact the home of the missing student to verify his/her absence. E-mails may be sent to Mrs. Maddock at miranda.maddock@uc.k12.in.us Should the school have to make this contact because the parent did not call, the absence will be considered unexcused. An absence reported by phone or voice mail needs to include a specific explanation for the reason for the absence. Any absence reported by electronic transmission or written note should be received by school personnel no later than the date the student returns from the absence and must include a specific explanation for the reason for the absence.

Definitions:

Absence is defined as non-presence in the assigned location. A student shall be considered "habitual truant" when the student is chronically absent by having unexcused absences from school for more than ten (10) school days in one (1) school year. Under SEA 1, the Superintendent or an attendance officer shall report a child who is habitually absent from School in violation of this chapter to an intake officer of the juvenile court or the Department of Child Services. In accordance with State law, the building principal and/or attendance officer shall keep the Bureau of Motor Vehicles informed of each student whose truancy has resulted in at least two (2) suspensions, an expulsion, or an exclusion from school or if the student has withdrawn from school in an effort to circumvent the loss of his/her learner's permit or application for a driver's license. The student's current license cannot be revoked for habitual truancy. The disciplining of truant students shall be in accord with Board policies and due process, as defined in Policy **5611** and the Student Handbook.

4. Excusable Reasons for Absence

Regular attendance is essential for each child to receive benefit from regular daily instruction. We urge all parents to keep students at home only when it is necessary. The following factors are considered reasonable excuses for time missed at school: illness, recovery from accident, required court appearance, death in the immediate family or of a relative, observation of religious holiday, professional appointment that cannot be scheduled after school, maternity, military connected families' absences related to deployment and return, college visits during their junior and senior year not to exceed two visits per year, and such other good cause as may be acceptable to the Superintendent or permitted by law.

5. Unexcused Absences

Any absence that is not an excused absence or an exception to compulsory attendance contained in Policy 5200 is an unexcused absence. **Starting with the class of 2028, students are allowed 3 unexcused absences per year. Any student exceeding 3 unexcused absences in a given year will not receive a seal on their diploma at**

graduation. (Per the new diploma requirements from the state of Indiana)

6. Exempt Absences

Pursuant to I.C. § 20-33-2-14 through 17.2, a student is excused from attending school under some circumstances. Those circumstances include serving as a page or honoree of the Indiana General Assembly, participating in an election, testifying in court under subpoena, serving with the National Guard for no more than ten days, or serving with the civil air patrol for no more than five days. In each of these circumstances, the student is excused from school, is not to be recorded as absent, and may not be penalized in any way by the school.

The governing body of a school corporation may authorize the absence and excuse of a student who attends any educationally related non-classroom activity if the activity meets the conditions set out in I.C. § 20-33-2-17.5.

Truancy

The NEW SCHOOL ATTENDANCE LAW calls for schools to **report students who are truant** — meaning they have missed 10 days of school without an excuse — to the prosecutor. The prosecutor must notify parents of those reports. And it requires schools to notify parents that their family could be referred to the court or the Indiana Department of Child Services if the student is truant.

Tardy / Half Day

A student who arrives 25 minutes or more late is considered absent. A student who arrives up to 25 minutes late is considered tardy. The first three tardies of any semester are dealt with at the teachers' discretion. Tardies number four through seven will result in disciplinary action per disciplinary chart. **Athletes must be in attendance by 11:30am to participate in any sport.**

Students Leaving School during School Day

No student shall leave school during the school day established by the class schedule for that student without authorization by a staff member — preferably office staff. No staff member shall permit or cause any student to leave the school prior to the regular hour of dismissal established by the schedule established for that student except with the approval of the principal and with notice to the student's parent / guardian.

Prearranged Absences:

A prearranged absence is one that is scheduled in advance. Students must obtain a form from the Office and take it home to be filled out and signed by their parents or guardians. All the student's teachers shall be given an opportunity to sign the form. A teacher can refuse to approve of the absence for academic or behavioral reasons. If the parent and student deem the absence necessary, the work missed for that class will be recorded as a zero. The form must be in prior to the day of absence. ***These absences will count towards the student's total of TEN excused (10) days.*** Work must either be done in advance or upon the student's return at the discretion of the teacher.

1. Student Vacations during the School Year

Vacations during days school is in session will need a pre arranged absence form completed and turned into the office. Student work may be made up and credit received during this time. If the student fails to have the pre arranged absence form completed, the absences will be considered unexcused.

2. College Visits:

- They are limited to two (2) per year for juniors and seniors. With permission from administration, sophomores would be permitted to use (2) of their (4) year cumulative total.
- These must be pre arranged by contacting the college admission office. A pre-arranged absence form must be completed in the high school office.
- These days will not count against a student's absences if the proper procedure has been followed and all the work is made up according to the prearranged absence policy.

3. Field Trips:

Forms for field trips will be issued by the teacher sponsoring the trip. The following steps should be completed in order:

- Complete the top half of the form and get a parent signature.
- Get all teachers' signatures in classes that will be missed. TEACHERS CAN OPT NOT TO SIGN THE FORM IF THE STUDENT IS NOT IN GOOD STANDING IN THEIR CLASS, EITHER BECAUSE OF GRADES OR ABSENCES. If teachers

exercise this right, they will sign the form and make a note that permission is being denied due to grades or absences. **The student will not attend the field trip if one or more teachers exercise this option.** In addition, teachers have the option to require work completion either before or after the field trip.

- c. Get the attendance clerk or assistant principal's signature.
- d. Turn the form in to the teacher who is sponsoring the field trip. The teacher will turn the form in to the attendance clerk.

Make Up Work

- Make-Up Work: Students can make up any work missed as the result of a general absence. Students have the total number of consecutive days missed plus one to turn in all make-up work for full credit, unless the teacher designates otherwise. **It is the student's responsibility to request missed work and to verify the deadline for turning it in.** Assignments are posted in CANVAS. If requesting homework from a teacher, it may be picked up the following day after 3:30 p.m.
- If a student is absent for only **part of a day**, any projects, homework, or other assigned work that is due should be turned in during the time the student is in attendance. Failure to do this could result in no credit for the work. Any tests must be taken on the designated day if the student is in attendance for part of the day unless the teacher grants an alternative.
- **Incomplete** grades will only be issued on an emergency basis and shall be completed within two weeks of the end of the grading period.

Automobiles and Driving Privileges: (HighSchool Only)

Students who wish to drive to school must secure a permit from the treasurer. CARS THAT ARE NOT REGISTERED WITH THE SCHOOL MAY BE TOWED AT THE EXPENSE OF THE OWNER.

Parking Rules and Regulations:

The use of the parking lot is a privilege. With this privilege come certain obligations. All student vehicles must have a UCHS permit displayed on their rearview mirrors.

1. Reckless or negligent driving on school grounds or surrounding property may result in loss of driving privileges - such driving may be reported by any school employee.
2. Smoking is not permitted in vehicles while on school property.
3. Students should enter and leave the parking lot ONLY via Patriot Boulevard.
4. Students are to leave their vehicles as soon as they arrive at school.
5. As soon as the student drives on school property, the vehicle should be parked in the student lot or other assigned spaces only.
6. No vehicle is to be driven during school hours unless permission has been secured from appropriate school personnel. No student parking will be permitted in the front lot of the high school.
7. Any type of accident on school grounds must be reported to school officials, and any personal injury accident must be reported to the police and school officials.
8. WTCC students may not drive to vocational school unless class assignments indicate the need to drive. They must have secured permission from the principal or assistant principal, and have signed permission from parents. No one else can be in the vehicle.

Suspension of Driving Privileges

PL 121-1989, effective July 1, 1989, prohibits the Bureau of Motor Vehicles from issuing a driver's license or permit to a student less than 18 who commits the following acts:

1. At least a 2nd out-of-school suspension **or**,
2. Withdraws from school for no apparent financial hardship or medical reasons **or**
3. An expulsion from school, **or**
4. An exclusion from school.

The Bureau of Motor Vehicles is also required to invalidate a student's license or permit for the same reasons. A student whose license or permit has been denied or invalidated for the above reasons will be eligible for a license or permit or have a license or permit revalidated upon the earliest of the following events:

1. The student turns 18 **or** the end of the semester in which the student is reinstated.
2. The suspension, expulsion, or exclusion is reversed after a hearing conducted under Indiana state code. The law requires school officials to report to the Bureau of Motor Vehicles:
 - a. That a student is eligible for a license or permit because the student has not been suspended at least two times,

- expelled, or excluded, and
- b. When a student has been suspended from school at least two times, withdrawn from school, expelled, or excluded. Furthermore, the Bureau of Motor Vehicles **may not** issue a driver's license or permit to a student who is 1. At least 13, but not less than 15
- 3. A habitual truant (student identified as truant the third time in a semester).

Clubs and Organizations

The following clubs and organizations are available for students at UCHS who remain socially eligible—agree to random drug testing, pass 6 (six) or more classes and miss 10 or fewer days:

Baseball- Boys'	Band
Basketball - Girls' and Boys'	Drama Club
Cheerleading	FCCLA
Cross Country – Girls' and Boys'	Fellowship of Christian Athletes
Football	FFA
Golf – Girls' and Boys'	Fine Arts/Musical
Soccer—Boys' and Girls'	Gardening Club
Softball – Girls'	Model Legislature
Student Athletic Advisory Committee	National Honor Society
Tennis – Girls' and Boys'	Orienteering Club
Track—Girls' and Boys'	Peer Helpers
Volleyball	Science Club
Wrestling	Spanish Club
Academic Teams	Student Council
Archery Club	Unified Sports Club
Art Club	World Travelers
	Yearbook

UCHS students in leadership positions have a responsibility to live up to the trust that other students have placed in them. In order to have a school community of which we can all be proud, it is necessary for individuals to not only police themselves, but others as well. The acceptable standards that the school community has set must be held up as the standards for all students, and student leaders must help enforce those acceptable standards. **Consequently, any student who is involved in any ECA must adhere to the ECA Code of Conduct and submit to participation in the UCCCJSD Random Drug Testing Program.**

Commencement:

All students **MUST** be in “good standing” with school administration before participating in commencement. All students **MUST** meet the diploma requirements listed in the course selection guide for graduation before they can participate in the graduation exercises. Students requiring summer school following their senior year, or part-time attendance the year following their senior year, **will not be permitted** to take part in graduation exercises at the end of their twelfth year.

Dance Procedures:

Dance sponsorship is available to UCHS clubs and organizations. Permission to sponsor a dance is obtained through the Principal's Office. Forms requesting a dance are to be filled out and returned to the Principal. UCHS dances are only for students in grades 9-12 (no middle or elementary students can attend). The following guidelines are for all dances:

1. The sponsor must attend the dance and remain until all students have left the building.
2. There must be at least two (2) other adult chaperones, and one (1) of those two (2) must be a faculty member.
3. The sponsor is responsible for having a list of students who are on social probation and monitoring student entries if necessary. Tickets for dances are sold through the Treasurers' Office and ***must be purchased in advance.***
4. Students must meet the ECA academic standards at the last grade check to attend dances.
5. Students will not be allowed to re-enter if they leave the dance. Students leaving early will be required to contact a parent with the dance chaperone/sponsor/admin.
6. Disc jockeys, bands, or groups will not be paid in cash. Purchase orders must be submitted one week before the dance in order for the check to be available.
7. Students are to remain in the area of the dance.
8. Any student that withdraws from the current school year or is currently suspended or expelled is ineligible to attend any dance.
9. All post-game dances will be approximately 90 minutes after the game is over.
10. Students must be in attendance for the entire day of the dance or the school day immediately prior to the dance.
11. **Students with 10 or more absences from school are socially ineligible to attend ALL dances and must appeal to the Assistant Principal for the privilege of attending the prom activities through the waiver process.**

Prom Procedures

1. Prom is for UCHS students in grades 11-12.
2. Students must be passing 70% of classes (Alt Ed students must pass 70% of their course load) in the second semester midterm grading period. **This means students must be passing 6 classes on an 8 period day. No exceptions.**
3. Guests must be from grade 10 up to 20 years old (No one 21 or older may attend a school dance). No school employee may attend as a guest even if s/he is in the 18-20 year range.

All other dance procedures and guidelines apply.

DANCE DRESS CODES

Dances are designed to provide students with a social opportunity in a controlled and safe environment. In order to do this, **attire at all dances must project an image of modesty and be age-appropriate.** These styles would be considered inappropriate: too tight, too low, too high, too revealing, too dangerous to dance in. If students are unsure about the appropriateness of an outfit, attire should be approved by an administrator prior to the date of the dance. Students may be denied access to a dance based upon inappropriate attire.

GUESTS AT DANCES

The following guidelines are for guests ... No guests permitted at "routine dances"—**only permitted at homecoming and Prom.**

1. Guests of UCHS students must produce a photo ID at the door for admission and must have been signed up with the Assistant Principal at least one week prior to dance. Guests must pass the criminal background check.
2. **NO tickets shall be sold at the door.**
3. Only students presently enrolled in high school, grades 9 through 12, may attend.
4. Guests must be from grade 10 up to 20 years old. No one older than 20 may attend. No school employee may attend as a guest even if they fall in the 18-20 year range.
5. Students may only sign up one guest.
6. Students must enter with the guest they signed up.
7. No middle school students are allowed to attend any UCHS dances, including Prom.

Discipline (See Code of Conduct, pg.12-51)

Emancipation (Eighteen Year Olds):

Even though you are eighteen, UCHS must still notify parents/guardians of any concerns that involve a student. This includes attendance, academics, discipline matters and Nursing Services. Failure to provide a note or phone call from your parent/guardian will result in a countable unexcused absence. The only time an eighteen year old or older student is accountable for only himself/herself is if he/she has filed the proper paperwork for emancipation through the court system.

Lunch Time (Closed Campus): High School Only

UCHS operates on a closed campus status. Students coming to school in the morning are to remain in the school building for the rest of the day. Students are not allowed to leave during the lunch periods. Also, students are not allowed in the parking lots during school hours. Permission from the office must be obtained before a student may leave the school grounds during the day. Students are to eat and drink only in the cafeteria. The cafeteria is the students' common and social area. Please try to help keep the cafeteria - your area - neat and clean. Place trash in the receptacles provided and clear trays from the tables properly. Students may not order food to be brought in or delivered to the school unless special permission is given by the administration in advance. **Parents/guardians are permitted to bring outside lunch to their students via the table located outside the front office door. It is the student's responsibility to retrieve his/her lunch from the table at his/her designated lunch time. The school is not responsible for the food items or delivery to the student.** Students, and student clubs or organizations, may not sell candy during school hours. Violations of the above will result in disciplinary action.

Charging Lunches: Union County High School cannot provide change for checks presented as payment for lunch above the purchase price. The full amount of the check will be deposited into the auto pay account of the student and will be available for student use for breakfast or lunch items. There is no charging for lunch during the final week of school. School lunches are to be paid on time. However, we realize that there may occasionally be unique circumstances that require a lunch to be charged. To ensure consistency throughout our schools, the following procedures will be followed: A student may charge lunch for one day only. Charges may not be made for snack items. Charges are not allowed for breakfast in any of the schools.

National Honor Society:

The **National Honor Society (NHS)** at Union County High School primarily inducts students in their junior year. Seniors may also be inducted if they meet minimum GPA requirements and all other selection criteria. Therefore, students who fail to apply or fall short of the requirements as juniors (in the area of scholarship, leadership, involvement, or service) may reapply for membership in their senior year. Students must have a 3.5 GPA or higher by the end of their 5th or 7th semester, for juniors and seniors, respectively. Students meeting these initial criteria are provided applications in the spring of that year that must be completed and submitted to the NHS advisor(s). The application is a student's opportunity to provide justification for his/her selection; specific evidence for service, leadership, and involvement are required. Evaluation of the following will determine final selection:

- Service:** Each student must have been involved in at least three (3) service projects. Both in-school and out-of-school projects are considered.
- Leadership:** Each student must have held at least one (1) elected or appointed officer position in a school or similarly youth-focused organization.
- Involvement:** Each student must belong to two (2) or more school organizations or similarly youth-focused organizations. Athletic team participation counts as an organization.
- Character:** Each student must display the signs of appropriate character as evidenced by:
 - Integrity - No recorded incidents of cheating or intentional dishonesty (checked at main office).
 - Positive behavior - No recorded incidents of skipping school or knowingly violating school regulations (checked at main office). No recorded civil/criminal offenses within the community per signed application from student and co-signed by parent(s).
 - Cooperative - Displays a willingness to assist classmates, faculty members, and others within the school environment.
 - Ethical - Displays behavior consistent with the goals of fairness and openness with others in all situations.

Final selection is the responsibility of the Faculty Council based on an assessment of each student's written application for membership. Students who choose not to apply are not considered for membership. Announcements of membership are made in the March time frame with the formal induction ceremony to follow shortly thereafter and usually within the first two weeks of April.

IMMUNIZATION REQUIREMENTS:

The State of Indiana requires the following immunizations for those students in grades 9 – 11:

- 3 Hepatitis B
- 5 DTaP
- 4 Polio
- 2 MMR
- 2 Varicella
- 1 Tdap
- 1 Meningococcal (MCV4)
- 2 Hepatitis A

In addition, the State of Indiana requires the following immunizations for those students in grade 12:

- 1 Meningococcal booster (MCV4)

Please provide proof of immunizations before or on the 1st day of the school year if your child has received immunizations during the past calendar year. Students may be excluded from school by IN state law if they are not found compliant. Some doses of vaccinations may be considered invalid by the Center for Disease Control depending on when they were given. If this happens, the school nurse will notify the parent of the need to repeat that vaccination. If you have any questions regarding immunizations, please contact your medical provider or the school nurse.

ACADEMIC SECTION

ACT/SAT:

Union County High School's policy is to list all standardized test scores on the student's transcript. Upon formal request, only non-graduation qualifying test results may be removed at the discretion of the student and parent. State test results are required to be listed. Keep in mind, students must declare when taking the ACT and SAT to whom the scores should be released, including UCHS. Starting with the Class of 2023, Juniors will be required to take the SAT during the school day at Union County High School per directives from the Department of Education.

ADVANCED PLACEMENT (AP) COURSES:

Participating in Advanced Placement (AP) courses gives students the opportunity to take college-level courses while still in high school. Students will develop the writing skills, problem-solving techniques, and study habits that will prepare them for college academics. Plus, taking rigorous AP courses demonstrates maturity, willingness to push intellectually, and commitment to academic excellence, which can help students stand out in the college admissions process. Students will study subjects in greater depth and detail, and rather than simply memorizing facts, they will be expected to develop and support their own arguments and perspectives. Each AP course has a corresponding AP Exam that schools worldwide administer in May. Taking an AP Exam allows students to experience a college-level exam now, while in high school. Most colleges and universities grant students credit, placement, or both for qualifying AP Exam scores. ***Starting in the 2024-2025 school year, students will be responsible for paying for their AP Exams.*** For more information, speak to the teacher of the course(s) of interest or visit www.collegeboard.com.

Advanced Placement and Dual Credit Grade Weighting:

Advanced Placement (AP) courses and Dual Credit courses are weighted through an increase of one (1) grade point value. For example, if a student receives a 'B' in an AP course, then it will be reported as an 'A' on his/her transcript, and the weight will be reflected as a 4.0 grade point value. If a student receives an actual earned 'A' in an AP course, then it will be reported as an 'AA' on his/her transcript, and the weight will be reflected as a 5.0 grade point value. ***All AP students MUST take the AP Exam that corresponds with that class in order to receive their weighted grade!!!! All Dual Credit students must receive a grade of "C" or higher to receive their weighted***

grade!!!

If a student elects to drop his/her AP course prior to completion or fails to take the AP exam, then he/she will not receive a weighted grade and is responsible for the cost of the exam. Please note that an “F” in an AP course does not weigh up to a passing grade. *Only passing grades are weighted.*

AA+ 5.333

AA 5.0

AA- 4.667

Indiana College Core (ICC) and Dual Credit

Beginning in 2024-2025 UCHS offers the ICC (Indiana College Core) in a partnership with Ivy Tech Richmond. Students who enroll in the courses listed in the chart, and pass those courses with a C or higher, will earn high school credit and Ivy Tech college credit. Students who complete 30 credit hours (with at least 15 credits from Ivy Tech courses) will earn the Indiana College Core Technical Certificate from Ivy Tech. Specifically, students must take at least three credit hours in the six general education competency areas, as well as an additional 12 “elective” credit hours from these same competencies (totaling 30 credit hours). Once these credits have been earned, students will have fulfilled the core requirements equivalent to their first year of college. In addition, students who earn a C or higher in any dual credit course taken at UCHS, including but not limited to the ICC courses, will receive a weighted grade (5.0 scale), like the weighted grade scale and reporting used for AP classes. Counselors encourage students to consider the specific requirements and prerequisites of colleges and universities that they may attend when determining if/which dual credit courses are appropriate for them.

****Course offerings are subject to change based on teacher licensure and availability**

ALTERNATIVE EDUCATION:

The Union County Alternative Education Program has the goal of increasing the graduation rate of UCHS students and addressing the needs of the high school students having a difficult time adjusting to the expectations of a traditional high school environment. The program is a success-oriented program designed to assist students in improving self-esteem through the development of acceptable work habits, technology training, career and labor market exposure, and increasing their understanding and desire to earn a high school diploma. Students are guided toward the ultimate goal of graduation. Students must apply for admission to UC Alternative Education, and there are a limited number of seats available per the Department of Education.

Alternative Education Attendance:

Attendance is crucial. Students will be allowed five (5) days of absence per semester. In six (6) days, the student will have an attendance hearing. In ten (10) days, the student will be suspended from the program pending expulsion for attendance. For extenuating circumstances, documentation needs to be provided.

CORRESPONDENCE (DISTANCE LEARNING)/ DUAL CREDIT COURSE OPPORTUNITIES:

Students have the opportunity to take courses for high school credit at locations other than Union County High School (correspondence courses). Students have the opportunity to take courses and receive both high school and college credit (dual credit). Students should speak to their guidance counselor for more information regarding Dual Credit Opportunities.

Policy for Correspondence/Dual-Credit Courses:

- A student will be permitted to take correspondence courses from an accredited school to satisfy graduation requirements.
- The dual credit course must meet the standards set forth by the Indiana Department of Education for that subject area in order to receive high school credit.
- A three-credit hour college course equates to one high school credit.
- Since dual credit courses count toward high school graduation requirements, grades from the college course will be calculated into the grade point average/class rank.
- Withdrawn courses earn a WF (failure due to withdrawal) grade impacting a student's GPA

and rank.

- In order to receive high school credit for a correspondence course, the student must submit a final grade on an official transcript upon completion of the course to the guidance office.
- If a correspondence course is taken during the second semester of senior year, the guidance office must receive the transcript one week prior to commencement exercises. Failure to do so will eliminate the student from participating in the graduation ceremony providing that the credit is required for the students' diploma type.

DUAL CREDIT OPPORTUNITIES:

Union County High School has an agreement with Ivy Tech Community College regarding dual credit opportunities in which a student is simultaneously enrolled at Ivy Tech Region 9 and Union County High School, and is, therefore, simultaneously earning Ivy Tech and UCHS high school credit in the semester culminating in mastery of the subject matter. Credit earned through dual credit may or may not transfer to other higher educational institutions at that college/university's discretion. The credit will be awarded upon notification from Union County High School that the student earned the required grade. Qualifying scores on the PSAT, ACT, and SAT may also be used in lieu of the placement test utilized by the college. Dual credit opportunities change each year. See a school counselor or a dual credit teacher of the course of interest for a complete listing of approved dual credit opportunities.

EARLY GRADUATION POLICY:

Early Graduation Applications for students enrolled in the traditional classroom setting must be completed and returned to the Guidance office prior to senior year at UCHS. Students must complete a minimum of a Core 40 diploma or earn an Indiana Diploma Seal in order to be considered for Early Graduation per the Indiana Department of Education. Early graduates are responsible for keeping up with the end-of-the-year events for seniors through the UCHS website, announcements, as well as by staying in contact with the senior class sponsors. It is the student's responsibility to stay abreast of the events, activities, deadlines and general information.

EXAMS AND PROJECTS:

A semester exam/project for each course taught at Union County High School will be offered to all students. Students can be exempted from taking the FINAL EXAM if they meet the following requirements: Grade of an "A" in the class + 0 Referrals + 3 or less unexcused absences per individual class. Students WILL NOT be exempted from completing PROJECTS that are used in place of a final exam

FAFSA (Free Application for Federal Student Aid):

The Free Application for Federal Student Aid (FAFSA) is the form used by virtually all two- and four-year colleges, universities, and career schools for the awarding of federal student aid and most state and college aid. The official FAFSA website is at www.FAFSA.ED.gov. After students have filed the FAFSA, they will receive a Student Aid Report (SAR). Pay attention to the deadlines! There are federal and state deadlines, and colleges may also have a deadline. Indiana FAFSA opens in October and the State deadline is generally in March. Students not planning to attend college or post-secondary training may opt out of filing the FAFSA by completing the waiver form.

GRADE POINT VALUES:

AA+	5.333	(Applies to AP and Dual Credit courses only)			
AA	5.0	(Applies to AP and Dual Credit courses only)			
AA-	4.667	(Applies to AP and Dual Credit courses only)			
A+	4.333	A	4.000	A-	3.667
B+	3.333	B	3.000	B-	2.667
C+	2.333	C	2.000	C-	1.667
D+	1.333	D	1.000	D-	.667
F	.000				
A+	100-99	A	98-94	A-	93-90
B+	89-88	B	87-84	B-	83-80
C+	79-78	C	77-74	C-	73-70
D+	69-68	D	67-64	D-	63-60
F	59 and below				

GRADE REPORTS:

Nine-week midterm grade Report: Mid-term grades are available through Powerschool.

Semester Report Card: The final grades are available through Powerschool. This grade is also reported on the student's transcript.

******Incomplete grades may only be issued with administrative approval and must be based on severe hardship. The work must be completed within 10 days after the last day of the semester/grading period.

Eligibility based on grades:

Extra-curricular eligibility and **athletic eligibility** are based upon passing **6** classes at the 9-week and 18-week grading periods. **This includes eligibility to attend all dances, participate in athletics, hold a leadership position in a club, as well as serve as an aide for a teacher or class.**

Repeated Classes and GPA:

At the end of each semester, each student is ranked according to class on the basis of a 4.0 scale. When courses are repeated to allow greater mastery of a subject or to make up for a failed course, credit will be given only once with the highest grade being retained.

HONOR ROLL RECOGNITION:

These honors will be recognized:

- Summa Cum Laude (Highest Honors) 3.9-up
- Magna Cum Laude (High Honors) 3.7-3.8999
- Cum Laude (Honors) 3.5-3.6999

INDEPENDENT STUDY:

Students have the opportunity to take independent study courses at UCHS and receive credit toward graduation requirements based upon teacher approval and availability. Independent study courses are those which do NOT appear on the master schedule for the semester enrolled.

- If a student is interested in pursuing an independent study, the student is required to meet with the course's instructor to seek permission.
- Once approval has been granted and the student is enrolled in the course, the student is required to meet with the instructor for guidance, direction, and advice for the duration of the independent study.

WORK-BASED LEARNING PROGRAM:

Students at UCHS have the opportunity to participate in a work-based learning experience. A Career and Technical Education application must be filled out and returned. A portfolio must be completed and meet at least the minimum rubric requirements in order to receive credit for the work-based learning experience. The number of credits earned is based on the number of hours worked per semester. The student will be assigned a work-based learning teacher supervisor who will issue the grade. For additional information regarding requirements, see a school counselor.

NAIA ELIGIBILITY

PlayNAIA.org helps future student-athletes discover and connect with NAIA schools, coaches and athletic scholarships. PlayNAIA is also the official clearinghouse for NAIA eligibility. Every student-athlete must register with the NAIA Eligibility Center to play sports at an NAIA college or university.

NCAA DIVISION I/II ELIGIBILITY:

Student athletes who plan to participate in NCAA Division I/II as scholarship athletes or who desire to participate in a Division I/II athletic program (walk on) should consult with their coaches in the fall of their junior year. ***Student athletes should register for the NCAA Initial Eligibility Center in their junior year.*** Students should register on-line. ***Student athletes should have each SAT/ACT score sent directly to the Eligibility Center by marking code #9999 on the SAT/ACT registration forms*** or when requesting additional score reports. NCAA eligibility requirements include course requirements, minimum grade point average requirements in core courses, and college admission examination scores. **Please visit the NCAA website for requirements, as NCAA standards go beyond the minimum Indiana Academic standards.**

PHYSICAL EDUCATION ALTERNATIVE CREDIT:

This waiver opportunity was passed by the IDOE during the summer of 2009. Sports operational and completed in the 2009-2010 school year and beyond will be **considered** for waiver. Coaches must verify specific strategies that were used for the student to have mastered the Indiana physical education standards in a particular sport. Coaches will recommend the final grade. However, a licensed PE instructor must issue the grade. Students must have the appropriate signatures on the *PE Alternative Credit Form* and return the form by the deadline to the guidance office in order to be awarded an alternative physical education credit. PE credits will be recorded on the report card/transcript of the semester following the end of the season, as the grade will impact honor roll, GPA, and class rank. Please note: This credit does NOT count towards IHSAA athletic eligibility. Students must be enrolled and passing 6 (six) courses each semester for athletic eligibility. ANY and ALL PE Waivers are due each year in this order: Summer Band, Fall Athletes—due by end of first semester; Winter and Spring Athletes—due by the end of the current school year. PE Credits MUST be applied for in the school year earned to be awarded.

HEALTH AND WELLNESS CREDIT WAIVER (511 IAC 6-7-6 (4) - (6):

The Health and Wellness one-credit requirement is fulfilled for a student if the student's program includes three credits from certain Family and Consumer Sciences courses (see a school counselor or FACS teacher for approved courses). *Applies to graduates in 2026, 2027, 2028 cohorts only)

Edmentum ONLINE LEARNING:

Edmentum Learning System is a self-paced credit recovery program and credit advancement program. This program allows students to complete course requirements, recover credits, regain self-confidence, and graduate on time. **Edmentum Courses will be accessible to students during summer school, Early Bird class, credit recovery course, and through the Alternative Education Program for remediation purposes only.** Students may earn 1 credit per course. Credit is given once the requirements have been met. Students must complete all assignments and take the final exam to earn credit. The student's final grade will be based on UCHS Student Handbook grading policy. Because Edmentum is an independent study, both the parents and students are required to accept their portion of responsibility for completing assignments. Students will be given a limited amount of time to complete the course; however, they may proceed at a faster pace. Student work must be

completed during the semester they signed up for the Edmentum class. It is the belief of the Union County College Corner Joint School District the most beneficial educational environment for a student is in the regular classroom. **It is not the intention of the school to offer Edmentum classes in lieu of regular education classes.** To sign up for Edmentum Lab, the student should meet with his/her school counselor to discuss which class(es) may be taken through Edmentum.

PSAT:

The Preliminary SAT/National Merit Scholarship Qualifying Test (**PSAT/NMSQT**) is a program cosponsored by the College Board and [National Merit Scholarship Corporation \(NMSC\)](#). It's a standardized test that provides first hand practice for the SAT. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures: Critical reading skills, Math problem-solving skills, and Writing skills. Students have developed these skills over many years, both in and out of school. This test doesn't require students to recall specific facts from classes. The most common reasons for taking the PSAT/NMSQT are to receive feedback on strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.

SCHEDULE CHANGES:

Students are encouraged to choose classes carefully. **Very few schedule changes will be allowed once courses are selected!** At the beginning of each new semester, schedule changes will be made **for up to five (5) days** under the following circumstances:

- Course change is required to meet graduation requirements.
- Course change necessary to balance classes
- Course change deemed necessary by the counselors, teacher or principal.

If a course change is requested by the student, the student must have the ***Petition to Drop/Add Course form*** completed and turned into the guidance office. This form includes signatures of the student, teachers, administrator, parent and counselor. The Principal has the final authority in the case of extenuating circumstances.

Withdrawn courses earn a W/F (failure due to withdrawal) grade impacting a student's GPA and rank.

SCHOLARSHIPS:

Please check email, guidance Canvas page, and listen to daily announcements for Scholarship information. Stop by the Guidance Office for the most up-to-date offerings. Keep in mind that these offerings change from year to year and in some cases, day to day.

Senior Exit Program: Prep for College and Careers ('26, '27, '28 cohort)/Technical Communications ('29 and beyond)

A credit will be awarded to students when they have successfully completed the course curriculum, senior exit portfolio, senior exit presentation, as well as mandatory community service hours. In addition to the course, students entering UCHS in 2017-2018 and beyond must also complete Personal Finance in order to meet local graduation requirements.

- The Senior Exit program's ultimate goal is to provide students with the skills necessary for the world outside of high school, whether their goals include college, trade/technical school, military, or the workforce. The Career Information and Exploration program promotes college and career preparedness, as well as promotes lifelong learning.

SHORTENED DAY POLICY:

The Indiana State Board of Education's instructional time rules require schools to provide a full instructional day to all students. This requirement includes seniors. See your counselor for a list of the state defined circumstances that qualify.

IEP (Individualized Learning Plan):

IDEA or Individuals with Disabilities Education Act is the federal law that guides special education. Each state also has to have special education laws. In Indiana, they are called Article 7. To be eligible for special education and related services, the case conference committee must determine, based on the evaluation results and other information, that the student is eligible for services. Please see the Special Services Coordinator for additional information regarding Individualized Learning Plans.

WHITEWATER CAREER CENTER:

Typically for juniors and seniors. Applications to attend must be submitted when scheduling for junior year. Three credits per semester are granted for completed work at WCC. Bus transportation is provided by the Union County School Corporation except for those students enrolled in summer cosmetology or a Co-Op experience. Those students must provide their own transportation.

WCC Programs:

Automotive Collision Technology

Automotive Technology

Construction Technology

Cosmetology

Criminal Justice Program

Culinary Arts

Diesel Technology

Education Careers

Electricity

Exercise Science

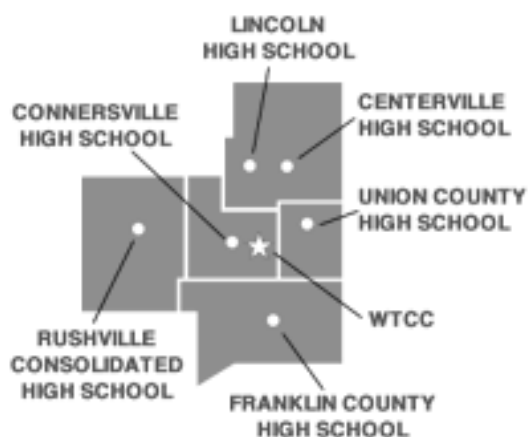
Graphic Design

Health Science

Information Technology

Precision Machine Technology

Welding Technology



Participating High Schools:

Connersville High School

Centerville High School

Franklin County High School

Lincoln High School

Rushville Consolidated High School

Union County High School

How to Sign Up for a Technical Program:

- Attend the WCC presentation given to sophomores.
- Visit the career programs you are interested in by signing up to go on the WCC field trip sponsored by the guidance office.
- Fill out the WCC Student Application to reserve a spot in the program you wish to attend.
- For additional information, contact the Whitewater Career Center, 1300 Spartan Drive, Connersville, IN 47331 (765)-825-0521

Talk to a school counselor about incorporating a WCC program into your schedule.

WITHDRAWAL POLICY:

Graduation from high school is an **expectation** at UCHS.

UCHS COURSE OFFERINGS:

See the Indiana Department of Education website for Course Descriptions. UCHS may offer any IDOE courses with support from the superintendent, any non IDOE courses must be Board approved.

[2025-2026 High School Course Titles and Descriptions](#)

DIPLOMA TYPES:

 ***Diploma Comparison 12.11.24.pdf***