Culver Community Schools Corporation

Culver Elementary School

Parent/Student Handbook

2026-2027 School Year

Culver Elementary School 2026-27 School Year

PLEASE READ, SIGN, AND RETURN TO THE SCHOOL OFFICE

We are requesting that the parent or legal guardian of each student acknowledge in writing that they have received a copy of the Parent/Student Handbook containing the disciplinary policy. Please complete this form and return it to the school office. You may bring this form in or send it in with your child.

I have received the 2025-2026 Culver Elementary School Parent/Student Handbook and have reviewed the disciplinary policy.

Names of children attending Culver Elementary School:

_____ _____

_____ _____

_____ _____

_____ _____

Parent/Legal Guardian Date

WE....

Care about providing a safe school atmosphere for all students, staff and families.

Understand that all students, staff and community members are partners in providing a positive and respectful learning environment.

Live each day believing that every student can be successful.

Value moral character development, positive attitudes, and teamwork for all students and staff.

Encourage and model respect, courtesy, self discipline, and concern for everyone.

Revere education, lifelong learning, and excellence in the arts, athletics, and life skills

Culver Elementary School

Erika James, CES Principal
ejames@culver.k12.in.us

401 School Street, Culver, Indiana 46511
P: (574) 842-3389 F: (574) 842-3380

I would like to welcome you and your child to Culver Elementary School. Our school is full of knowledge, enthusiasm, challenge, creativity, rigor, support and encouragement. Our dedicated teaching staff and support personnel strive to provide for each student's individual needs. We encourage your support and assistance throughout the school year so that your child will have a successful and rewarding year. In order for your child to receive the best education they can, they need to be at school. Please do your best to see that your child is in attendance daily.

The student handbook was developed to answer many of the commonly asked questions students and their parents may have during the course of a school year. Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing the contents. Please take the time to become familiar with the following information and keep the handbook available. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise.

Be a positive partner in your child's education. Make it known to your child that you value education. Let your child see you supporting his or her endeavors here at school by attending programs, volunteering to chaperone field trips, helping out with classroom activities, or most importantly, talking to your child about school and the importance of it. See the school calendar on page 3 and note important dates throughout the year. Please mark those dates on your calendar and try to be in attendance for those activities.

It is a pleasure to have you as a member of our Culver family. We are looking forward to working with each and every one of you as we embrace the new school year, continue to build on the tradition of academic excellence and provide a positive learning experience.

Best wishes for a successful year!!!

CULVER COMMUNITY SCHOOLS

2026-2027 DISTRICT CALENDAR

2026

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2027

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

TOTAL STUDENT DAYS- 180 (85/95) TOTAL TEACHER DAYS- 184

CES STUDENT TIMES- 8A-3:05P
(2:05P ON FRIDAYS WITH NO DELAYED START)

MS/HS STUDENT TIMES- 8A-3:12P
(2:12P ON FRIDAYS WITH NO DELAYED START)

- SCHOOL IN SESSION
- SCHOOL CLOSED
- TEACHER WORK DAY

@CULVERCOMMUNITYSCHOOLS

700 SCHOOL STREET
CULVER, IN 46511
574.842.3364
WWW.CULVER.K12.IN.US

AUGUST

6 TEACHER WORK DAY 12PM-7:30PM
6 OPEN HOUSE 5:15PM-7:15PM
10 TEACHER WORK DAY
11 FIRST STUDENT DAY

SEPTEMBER

7 LABOR DAY- NO SCHOOL

OCTOBER

12-16 FALL BREAK- NO SCHOOL

NOVEMBER

25-27 THANKSGIVING BREAK- NO SCHOOL

DECEMBER

21-31 WINTER BREAK- NO SCHOOL

JANUARY

1 WINTER BREAK- NO SCHOOL
4 TEACHER WORK DAY
5 STUDENTS RETURN
18 MLK DAY - NO SCHOOL

FEBRUARY

15 PRESIDENTS' DAY - NO SCHOOL

MARCH

26 GOOD FRIDAY NO SCHOOL
29-31 SPRING BREAK NO SCHOOL

APRIL

1-2 SPRING BREAK- NO SCHOOL
5 STUDENTS RETURN

MAY

27 STUDENTS LAST DAY
28 TEACHER WORK DAY
28 GRADUATION

Student Schedule

7:45	School doors open
8:10	Tardy Bell Rings
10:45-11:30	Lunch/Recess - Kindergarten
10:55-11:35	Lunch/Recess - First Grade
11:15-11:55	Lunch/Recess - Second Grade
11:20-12:00	Lunch/Recess - Third Grade
11:40-12:20	Lunch/Recess - Fourth Grade
11:45-12:25	Lunch/Recess - Fifth Grade
12:00- 12:30	Lunch - Preschool
2:50	Dismissal- Preschool
3:00	Dismissal - Front Door
3:05	Dismissal - Bus Riders

Please note that **EVERY FRIDAY** of the school year we will be dismissing students 60 minutes early. That means dismissal for Culver Elementary School will begin at **2:00 on Fridays**.

Culver Elementary Policies and Information

School Community Narrative

Culver is a small, rural "Stellar Community" located in north-central Indiana. The corporation is made up of approximately 800 students in two buildings-- a PreK-5 elementary school, a 6-12 middle high school. Culver Elementary has an enrollment of approximately 400 students. There are several smaller towns in the corporation besides Culver—Monterey, Leiters Ford, Delong, Burr Oak, and Ora. The School Corporation is unique in that it is made up of four townships, each from a different county. The town of Culver has a population of approximately 1,300 people. There is very little industry in the immediate region. Major pluses for the area are two beautiful natural lakes and the presence of Culver Military Academy, a private boarding high school. Culver Elementary was built in 1952. In 1986, a major addition was opened consisting of a media center and a combination cafeteria-multi-purpose room. In 1990, two new classrooms were constructed. In 2002 a major renovation took place with the addition of 18 classrooms. The school also has a gymnasium that was built in 1929 as a WPA project. The gym had a major remodel done during the summer of 2009 and again in 2023. The library media center had a major remodel done during the summer of 2023, to create a central learning center and become ADA accessible.

The elementary school serves students from Preschool through grade five. It is made up of twenty-one general education classrooms. The corporation offers all-day Paths to Quality Level 3 Accredited Preschool and kindergarten to all of its 3-5 aged students. There are two special education teachers, as well as art, music, physical education, computer science, a High Ability Coordinator, two Title I teachers; a library media specialist, school nurse, eleven instructional assistants, one secretary, a principal, an assistant principal, Social-emotional and Academic Liaison, and three custodians. There is a very active Parent-Teacher Organization, which in many different ways provide added support to the educational programs.

A student attending Culver Elementary has the opportunity to experience many educational learning experiences in addition to the normal classroom activities. We have a long-established Gifted and Talented program serviced by our High Ability teacher/coordinator. The school actively participates in music and art programs and various field trips of interest. The students may also participate in intramurals, sports, and other after school clubs and activities such as the Culver Youth Club.

Vision Statement

Our vision is for every student to reach their fullest potential and become a contributing member to society and a lifelong learner.

Mission Statement

Our mission is creating an environment for all students to attain their highest level of academic potential through rigorous courses, career and technical offerings, social and emotional development and extra-curricular opportunities.

School Objectives

1. To provide up-to-date materials and equipment with satisfactory working and learning conditions.
2. To provide curriculum for the gifted, average, and those with special needs.
3. To maintain a well-trained, progressive faculty and strive to keep abreast of modern trends in teaching.
4. To provide students with worthy leisure-time interests; an acquaintance with good literature, arts, and music; an appreciation of the beauties of nature; a well-balanced attitude toward sports.
5. To help the students develop their individuality and achieve self-knowledge through oral and written expression and through an opportunity to participate in many kinds of curricular and extra- curricular activities.
6. To provide opportunities for leadership through a variety of activities.
7. To promote good rapport between faculty and students.
8. To promote the development and maintenance of good health.
9. To train the youth to be good citizens and help them to develop a code of morals acceptable to society.

School Day

The school day will begin at 8:00 A.M. with the tardy bell at 8:10 A.M. Dismissal will be at 3:00 P.M. If you are going to drop off or pick up your child, please do so at the east doors, door A, along School Street. At the conclusion of the day students riding the bus will be dismissed through the west doors. Walkers and those students being picked up, will be dismissed through the east doors, door A. For students being picked up at, dismissal procedures at door A will require students to remain inside the building until the person picking up the student has been identified. In an effort to enhance student safety, we are asking parents to remain in their cars and drive up to the pickup point. At that time the student will be allowed to leave the building. At dismissal, students who are walking, are required to sign out, stating where they are going, prior to being allowed to leave the building.

Attendance

In accordance with S.E.A. 282, P.L. 125 and IC 20-33-2 Culver Community Schools has developed the following Truancy Prevention Program:

> A student is bound by the requirements of this chapter from the earlier of the date on which the student officially enrolls in a school or the beginning of the fall school term for the school year in which the student becomes seven (7) years of age until the date on which the student: graduates; becomes eighteen(18)years of age; or becomes sixteen (16) years of age but is less than eighteen (18) years of age and the requirements under section 9 of this chapter concerning an exit interview are met enabling the student to withdraw from school before graduation; whichever occurs first.

Regular attendance at school is vital to each student's potential for academic success. It is difficult for a student to learn without teacher or class interaction. If students are absent from school for any reason the parent should call the school on the morning of the absence. If no phone call is made, the student should bring a written explanation signed by their parent or guardian the day following the absence. Students should present this note to their teacher when they return to school. Making up missed work is the student's responsibility.

The school requests that parents and students keep the principal informed when any unusual situation arises which demands that parents take a student out of school. Every effort should be made by the parents to schedule their vacations to coincide with the school calendar. Sufficient notice should be given in order for the teacher to give students the opportunity to do assigned work during their absence. The teacher may desire to wait for the student's return before assigning missed work. Making up missed work is the student's responsibility.

Categories of Absences:

Unexcused Absences: No parent phone call/email

Excused Absences: Parent phone call/email

Certified Absences: A Doctor excuse has been sent in or faxed. Funeral. Military

Daily Attendance Procedures:

- Attendance taken by the classroom teacher
- Any unexcused absences, secretaries will phone home. If there is contact with the parent, the absence will be excused. If there is no contact made, the absence will be unexcused.

5 Absences Unexcused

- A certified letter will be mailed to the home.
- Email/Phone Call to families.

7 Absences Unexcused

- A certified letter will be delivered to the home by SRO/Assistant Principal
- A personal phone call will be made home to offer levels of support to parents to get their child to school.

10 Absences Unexcused

- Attendance Contract
- At this time parents/guardians will be notified that if the child reaches 15 absences they will be scheduled to attend "CAVS Attend"
- DCS/Probation involvement

15 Absences Unexcused/Certified

- **For Certified absences request for Certificate of Incapacitation (6 days to respond)**
- Home visit by SRO and Assistant Principal
- Date scheduled for CAVS Attend with Prosecution
    - Excused/Unexcused/Certified

Habitual Absence Under I.C. 20-33-2, the "Superintendent or an attendance officer having jurisdiction 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 intake officer or the department of child services shall proceed in accord with IC 31-30- through IC 31-40."

Effective July 1, 2013, SEA 282 amends IC 20-20-8-8. Habitual truancy includes students absent ten (10) days or more from school within a school year without being excused or without being absent under a parental request filed with the school. **Chronic absenteeism includes students absent from school for ten percent (10 percent) or more of a school year for any reason.**

Exempt

Under certain circumstances, the law requires the school to authorize the absence and excuse of a student: serving as a page or honoree of the General Assembly (IC 20-33-2-14); serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15); when subpoenaed to testify in court(IC 20-33-2-16); serving with the National Guard for no more than 10 days(IC 20-33-2-17); observing with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2), the student is approved for an educationally related non classroom activity (I.C. 20-33-2-17.5); the student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7). In each of these circumstances, the student is excused from school and is not to be recorded as absent, and is not to be penalized in any way by the school.

Tardy

Students are considered tardy to school if they arrive in the classroom after 8:10 A.M. As with an absence, tardy students need a signed note from a parent or guardian. Students arriving late to school need to first stop at the office and receive an "Admit to Class" form and then proceed to their room. The individual teacher may require the student to make up time missed for being tardy. If, in the teacher's opinion, the pupil is

frequently tardy he or she may report this to the office for further or additional action.

Perfect Attendance
If your child comes to school tardy, three or more times per month, they will not be eligible for a perfect attendance certificate for that month.

Reporting Absent and/or Tardy Students
If your child is going to be absent or tardy from school please call the office before 9:00 A.M. or send a note to school with another child, friend or neighbor. You may also email the school at **cesoffice@culver.k12.in.us**. If we do not receive a call or note it will be necessary for us to call you. This is done to assure both you and us that your child has reached the school safely. As always, a child upon returning to school after an absence must have a written explanation signed by their parent or guardian to be admitted.

Articles Prohibited in School
Such items as toy guns, water pistols, bean shooters, sling-shots, knives, baseballs, and fireworks are undesirable and will be impounded and returned only at the parent's request. Drugs, alcohol, tobacco, matches, lighters, and aerosol cans are not to be brought to school. The wearing of shoes with wheels is prohibited. Possession of these items can result in suspension and/or expulsion from school.

Bicycles
Bicycles may be ridden to school, but upon reaching school they are to be parked in a rack and left there until that student leaves school to return home for the day. The school will not be responsible for the safety and care of the bicycles. We request that students who have access to a school bus route ride the school bus rather than bicycles.

Birthday Parties
Birthday parties as such are not permitted at school. However, a child may bring a treat such as a nutritious snack for his/her classmates to share. Students are not to bring in carbonated beverages or energy drinks. Prior arrangements should be made with the teacher. Also, distributing invitations to parties is prohibited.

Bringing Animals to School
If a student has reason to bring an animal to school, he/she should get permission from the principal's office as well as from the teacher. Even if permission is granted to bring an animal to school, animals are not to be transported on the school bus.

Chaperones
All chaperones must be at least twenty-one (21) years of age and be affiliated with the Corporation as a parent, school volunteer, or part-time or full-time employee. Anyone wishing to chaperone must submit to a Limited Criminal History check. Chaperones are not to invoke any kind of discipline on a student except in cases of imminent threat to that student's or other people's safety or well-being. A chaperone is to report any student behavior problems or inappropriate conduct of a chaperone or staff member to the trip leader(s) as soon as possible. Each chaperone, as well as the trip leader(s), should model the behaviors expected of students throughout the times on the trip when s/he is associated with the students. A chaperone's behavior should be such that it would not create problems for or embarrassment to the trip leader(s) or the school. Smoking is not permitted near the students. Smoking will only be permitted during the students' meal time when the students are all grouped together under the supervision of other adults. Inappropriate language will not be tolerated at any time. Chaperones are to ride with the students and teachers in the corporation approved transportation. Also, chaperones are not allowed to take other guests (spouse, children, etc.) with them on the field trip. The trip leader(s) is responsible for the conduct of the chaperones during the trip and should be knowledgeable of their whereabouts at all times and how they can be contacted in case of an emergency.

Collection and Forgiveness of Debt
The Board understands it is required to collect all monies owed to it by patrons, employees, parents, and students, including money owed through student lunch accounts, book fee accounts and other extracurricular accounts. Every effort should be made by the school administration to collect the monies owed to the school corporation including collection procedures. Such efforts **must** be documented by school administration before the debt is forgiven, waived, or written-off of the school corporation accounts **and considered an uncollectible account.**

The school corporation may forgive, waive, or write-off all or a portion of the debt if one of the following conditions are met:

1. The school administration determines that the student or the parent or guardian of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The cost to pursue and collect the debt from the student and his/her parents or guardian would cost more than the potential total debt collected; or
4. There are mitigating circumstances as determined by the superintendent that preclude the collection of the debt.

Every decision to forgive, waive, or write-off a debt must be documented and include the specific facts for the decision relating to one of the above stated reasons. **If the uncollectable debt is a student lunch account, it cannot be an expense to the school food service account and must be covered by non-Federal funds.**

The superintendent may develop regulations addressing specific situations relating to the above conditions.

The school corporation will utilize the collection services of Jeffery Houin, LLP on behalf of Easterday|Houin Attorneys at Law.

Refunds and transfers of lunch accounts, book fee accounts and other extracurricular accounts with positive balances remaining on a student or employee account will automatically follow the student or employee regardless of the Culver Community School they attend or work the next school year. No cash refunds are available at any of the school cafeterias or bookstores. All refunds will be processed by the Corporation Treasurer. Due to the high cost to process and mail checks, refunds are not available for balances on student or employee accounts that are less than three dollars ($3.00), students and employees are encouraged to spend down their accounts to a zero ($0) balance. A refund for amounts three dollars ($3.00) and over may be made up to ninety (90) days after a student or employee leaves or graduates by filling out a Student/Employee Account Refund Form, available at a school bookstore or front office or on our school webpage. Transfers of remaining balances of any amount may be made to other student or employee accounts up to ninety (90) days after student or employee leaves or

graduates. Positive balances remaining on a student or employee account after ninety (90) days will automatically be transferred to our General Fund.

Civil Rights Assurance of Equal Opportunity & Nondiscrimination
Culver Community Schools Corporation is committed to equal opportunity and does not discriminate on the basis of age, race, color, religion, sex, handicapping conditions, or national origin including limited English proficiency, in any employment opportunity. No person is excluded from participation, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program, student activity, or hiring procedures. If you have experienced discrimination in such educational programs or activities, written inquiries about procedures that are available and for consideration of complaints alleging such discrimination should be directed to:

Americans with Title IX Coordinator Sec 504 Coordinator Disabilities Coordinator J.E.S.S.E 324 N. Kingston Road, Plymouth, IN 46563
Superintendent of Schools: 700 School Street, Culver IN 46511
Contact the building principal if you would like a copy of Section 504 Notice of Rights.

Corporal Punishment
While recognizing that students may require disciplinary action in various forms, the School Board cannot condone the use of unreasonable force and fear as an appropriate procedure in student discipline. Professional staff as well as support staff, within the scope of their employment, may use and apply reasonable force and restraint to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon or within the control of the student, in self- defense, or for the protection of persons or property. When an employee inflicts unnecessary, unreasonable, irrational, or inappropriate force upon a student, s/he may be subject to discipline by the Board and criminal assault charges as well. Corporal punishment may be administered only as a last resort and only in accordance with the Superintendent's administrative guidelines. If a principal employs the use of corporal punishment, s/he shall identify and submit for the Superintendent's approval, those areas of the student's body to which corporal punishment will be administered giving appropriate consideration to age, gender, physical condition, and mental limitations of the student.

The following guidelines are to be observed:
- Administration by principal or administrator but only in the presence of at least one (1) other certified staff member.
- Previous warning to the student that such punishment may be inflicted if the student's behavior or violation persists.
- Students are informed, prior to the punishment, of the reasons this form of punishment is being administered.
- Person administering the punishment is not acting in anger or emotion nor malicious intent against the student.
- Administration of the punishment in a manner that does not inflict physical injury to the student.

Except as noted above, no staff member should have any type of physical contact with a student in a disciplinary mode. This would include slapping/striking a student by hand or with an object. Parents shall be notified whenever a minor student is subjected to corporal punishment.

Corporation Policy Statement
The use of illicit drugs and the unlawful possession and use of alcohol by a student is wrong and harmful. The Board of School Trustees of the School Corporation is committed to providing a drug- free school, and it is the intent of the School Corporation to establish and maintain an educational setting and environment which meets the requirements set forth in the Drug-Free Schools and Communities Act Amendment of 1989. In compliance with the Act, the unlawful manufacture, possession, use, distribution and dispensation of illicit drugs and alcohol, or being under the influence of any such illicit drugs or alcohol, by a student on school premises or as part of any school activity is prohibited. The school premises shall include, but not be limited to, on the school grounds during and immediately before or immediately after school hours, on school grounds at any other time when school is being used by any school group, or off the school grounds at a school activity, function or event. Any such conduct by a student shall constitute grounds for expulsion.

Discipline
In the matter of discipline, it is assumed that a professional attitude will be maintained and that the welfare of the pupil will be the objective. Corporal punishment is used only when other methods have failed to solve a problem. The principal or his designee shall administer all corporal punishment. For more information please see Positive Behavior Interventions & Supports Overview & Handbook (PBIS).

eLearning Policy
The School Board recognizes the need to provide students with an opportunity to participate in continuous eLearning means of instruction when the traditional school day is compromised due to inclement weather or an unforeseen circumstance. eLearning is an educational continuous learning experience that is designed to extend, enhance, supplement and serve as an alternative to classroom instruction.

Explanation of E-Learning Days:
eLearning Planned: for days when the school or School Corporation has pre-planned eLearning on the adopted school calendar, including planned eLearning days to allow for deep cleaning in response to COVID-19.

eLearning in lieu of cancellation: for days when the school or School Corporation intends to provide onsite instruction, but must transition to eLearning due to utility or weather conditions.

COVID-19 eLearning: for days when the school or School Corporation intends to provide onsite instruction, but must transition to eLearning due to COVID-19.

eLearning Policies
A. Academic work completion/submission and Attendance: All work should be completed and turned into teachers the day of eLearning or as directed by the teacher. Teachers will need to keep track of students synchronous participation for attendance on the day of eLearning based on the following guidelines for minimum student commitment (do not have to be completed consecutively):

    1. PreK 30 minutes

2. Grades K-1 45 minutes
3. Grades 2-3 60 minutes
4. Grades 4-5 90 minutes
5. Grades 6-12 30 minutes per teacher

B. Duration of eLearning: Three (3) days will be the maximum consecutive eLearning days in lieu of cancellation allowed by the School Corporation. After the third day, class shall be in session before another eLearning day in lieu of cancellation will be utilized. A traditional cancellation may also be imposed in the event of extended inclement weather or unforeseen circumstance.
C. Platforms: Teachers must utilize the following online platforms to facilitate eLearning: Google Classroom. Online assignments should be submitted through the Google Classroom. Teachers should communicate with parents/students about daily assignments, discipline, grades, schedule, and attendance. Mass E-mailing can be done through Google Classroom or through the student information system.
D. Format: Teachers should utilize a standardized eLearning format. For example, in an efficient lesson plan, teachers will do the following (unless otherwise instructed in an IEP, an ILP or a 504):

As part of the eLearning experience, we should strive to do the same with a thirty to forty (30-40) minute lesson plan in mind. Teachers should provide students with the following for an effective eLearning experience:

1. model/demonstrate
2. guided practice
3. independent Practice
4. Assessment
5. provide students with modeling/demonstration material (i.e. video, podcast, presentation, reading assignment, web site module)
6. ask students to recall what they have learned
   This portion should prove that the student has actively participated in the previous step. A recall quiz or worksheet would be a good example.
7. ask students to apply what they have learned with a higher- level thinking activity
   This should not simply be a worksheet. This task should apply knowledge to a problem-solving activity that incorporates critical thinking and independent thought.

E. Procedure for extra-curricular activities, including athletic practices: On eLearning days there will be no athletic practices between 8:00 AM and 3:30 PM Practices and events after 3:30 P.M. will be determined at the discretion of the Superintendent or administrator and attendance for athletes/patrons will not be mandatory.

Virtual Education
Culver Elementary school does not have a full time virtual education program. Please see the policy on eLearning for emergency closing of school.

Emergency Closing of School
It may become necessary to close the schools because of inclement weather. If schools are delayed or closed for the entire day, local radio and television stations will carry those announcements.

On occasion it becomes necessary to close the schools earlier in the day than the usual dismissal times. At registration parents will fill out an “Emergency Dismissal Form” instructing the staff as to the manner in which they want their children dismissed.

Also, those parents signed up for the School Messenger phone notification will receive a phone call pertaining to school delays or closures. Please contact the school office if you have questions about School Messenger.

Emergency Preparedness Planning
In accordance with State Safety Regulations we have an emergency preparedness plan in place for Culver Elementary School. The plan addresses the following areas:

Severe Weather Alerts, Fire Drills and Manmade Occurrences

Severe Weather Alerts
These alerts are very important since we are in a tornado area. We expect all students to obey orders and follow the directions of the teacher during these alerts. These alerts are held in the interests of safety and protection of all of us. Drill procedures are posted in every classroom.

Fire Drills
Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. During the fire drill, there should be no running and no more noise than is absolutely necessary. No one should return to the building until the signal is given by the person in charge of the drill. Drill procedures are posted in every classroom.

Man-Made Occurrences
In accordance with State Safety Regulations, plans are in place dealing with occurrences such as: chemical spills, transportation accidents, intruder in the building and others. Preparedness instructions will be given to both the staff and students.

Extra-Curricular Code of Conduct Policy
The Culver Community Schools Corporation (CCSC) has written and adopted the following rules so that students in extracurricular activities from grades K-12 will know what is expected of them and what steps will be taken if violations of these rules occur.

Self-discipline, commitment, and dedication are traits that are expected of prospective extracurricular participants. This includes following some simple rules governing the misuse of alcohol, drugs, and tobacco.

Participation by students in extracurricular activities is voluntary, and is provided as a privilege. In accepting that privilege, the student and his/her parent or guardian accept the responsibility that accompanies such participation as representative of the student body and school community. That responsibility places the student in a model citizenship role concerning his/her behavior, during, and after school. These requirements extend throughout the summer and penalties carryover from middle school to high school. Penalties will be invoked after proper due process is followed and the charged person is found to be in violation. The charges against the student will be presented to the student by the principal/AD or designee. The student will be given a chance to answer the charges at this time. If the student wishes to appeal the decision, he/she may do so to the superintendent and the school board.

Athletic Contest Behavior
Culver Community Schools expect all students, parents, and spectators to behave in an appropriate manner at all school activities. Any student, parent, or spectator not behaving in an appropriate manner, may be removed from the contest. Once a person is removed from a contest for disruptive conduct, he/she cannot attend an event or be present on school grounds until expressly permitted by the appropriate administrator. Every person has the right to due process. He/she must contact the Superintendent or School Board to start the process (See Due Process Rights).

Athletic Rules
Anyone using, possessing, or transporting alcoholic beverages, any form of tobacco, or drugs not prescribed for that student's use, will be suspended from participation in their respective activity or activities for 25% of the scheduled contests on the first offense. A second offense would mean suspension from activities for one calendar year. A third offense would mean suspension from activities for the remainder of their school career.

Eligibility
To be eligible for high school interscholastic athletics or cheerleading, a student will be full time and must have passed five full credit subjects in the previous grading period. Semester grades take precedence. All rules, regulations, and their enforcement not listed are under IHSAA guidelines. Any questions should be referred to the Athletic Director.

All student activity policies are located in the CCMHS/CES Handbooks. Student and Parent/Guardian signatures for the handbook upon registration for the school year constitute an agreement with the above Code of Conduct Policy

Intramural Athletic Programs
Students in grades K – 5 may have the opportunity to play in a corporation-wide intramural athletic programs. This program is directed by a staff member of the Culver Community Schools. The teams are coached by volunteers. Fundamentals for the given sport and good sportsmanship will be stressed. The same discipline policy outlined by the school corporation for students and athletes will be upheld during intramural activities.

Expulsion Procedures
When a principal (or designee) recommends to the superintendent (or designee) that a student be expelled from school, the following procedures will be followed:

1. The superintendent (or designee) may conduct an expulsion meeting, or may appoint one of the following persons to conduct the expulsion meeting: legal counsel or a member of the administrative staff who did not expel the student during the current school year and was not involved in the events giving rise to the expulsion.

2. An expulsion will not take place until the student and the student's parents are given notice of their right to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure by a student or a student's parent to request and to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the school board.

3. The notice of the right to an expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the procedure for requesting the meeting.

4. 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.

5. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student's parents.

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 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 parents. The board will then take any action deemed appropriate.

Right to Appeal
The student or parent has the right to appeal an expulsion decision to the school board within 10 days of the receipt of notice of the action taken. The student or parent appeal to the school board must be in writing. If an appeal is properly made, the board will consider the appeal unless it

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 parents. The board will then take any action deemed appropriate.

LEGAL REFERENCE: I.C. 20-33-8-1 et seq. I.C. 35-47.5-2-4 I.C. 35-41-1-8 I.C.35-47-1-5

Family Educational Rights and Privacy Act of 1974 (FERPA)

On August 21, 1974, the United States Congress adopted an amendment to the General Educational Provisions Act called, “Family Educational Rights and Privacy Act of 1974” dealing with students’ records. Of major concern to parents and students is the provision for them (under some very explicit guidelines) to examine the student’s records at a reasonable time. The parent has a right to have a record corrected if it is proven that the record is “inaccurate, misleading, or otherwise in violation of the privacy of other rights of the student”.

Anyone – including the parent – who wishes to examine a student’s record must sign a form stating precisely what records are to be examined. A record must be kept with each student’s record showing who examined it, the date on which it was examined, and the purpose of the examination. The only person authorized to release records, or to approve a request for examination of records, will be the principal or superintendent. Certain persons may examine student records without a parent’s consent. Any person may receive the records, if the parents execute a written consent specifying the records to be released, the reasons for such release, and the person to whom they are to be released.

Field Trips

Field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the school. Students may be charged reasonable fees for field trips, but no student shall be denied participation for financial inability, nor shall non-participation be penalized academically. No student can be held back from an educationally based field trip due to non-acquisition of field trip fees. No student can be excluded from a field trip from non-participation in a fundraising event, specifically if the fundraising event and the trip correlates to that specific group of students. Incentive trips can be modeled to promote good character, academics, and safety. Students can be excluded if they do not model proper behavior. Students on all corporation-sponsored trips remain under the supervision of the school and are expected to follow the rules of student conduct. Any student whose conduct is considered inappropriate is subject to disciplinary action.

Front Door Dismissal Policy

To ensure our student’s safety, they will dismiss one of three ways during front door dismissal:

1. They will notify the adult on duty by note, when leaving a way other than normal.
2. Picked-up by vehicle in a drive thru fashion by an identified parent/guardian.
3. The adult on duty will sign the student out if they are walking/riding a bike home.

Internet Usage Policy

Culver Community School Corporation is pleased to announce that Culver Elementary students have access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world.

This computer technology will help propel our schools through the communication age by allowing students and staff to access and use resources from distant computers, and communicate and collaborate with other individuals and groups around the world.
The Internet is a valuable tool for life-long learning.

Our intent at Culver Elementary is for students to experience the Internet’s resources in a safe, controlled environment. In many cases, the teacher will access the Internet from one computer with students watching and discussing the information presented. Students will *not* have unsupervised access to the Internet.

With all the wonderful opportunities the Internet can bring to a classroom, there is also the potential for it to be used in an unacceptable manner. Parents should be aware that some material accessible via the Internet, might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. It is possible a student could briefly be exposed to such material despite our best intentions. It is also possible that with a credit card number, a student could make purchases for which a parent or guardian would be liable.

We assure you that your child will be supervised; however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using any media information sources. Ultimately it is the responsibility of the student and the parent to comply with the School Corporation’s Internet Policy, which is available upon request. Again, we believe the Internet is a tool for life-long learning for every child. Culver Elementary also believes that the benefits to students far exceed the disadvantages. We ask you to join in our mission to provide excellence to our students by supporting us in this matter. If, however, you choose not to allow your child access to the Internet, please notify the school office in writing, and an alternate assignment will be given.

IPADs

Culver Elementary Students have access to one to one use of iPads. Students in grades K-2 will have access to these devices within the classroom, but iPads will remain at school unless released by teachers for scheduled elearning days and/or the threat of inclement weather. Students in grades 3-5 will have the opportunity to take devices home daily in order to build responsibility and provide access to extended curriculum outside of the school day. Students must abide by all school rules as outlined in the Student Handbook and Acceptable Use Policy.

Students agree to participate in all class activities and assignments as directed by their teachers. Students and parents agree to be responsible for proper care of the iPad, and that any damage or loss may result in financial liability in replacing the iPad. Students and parents agree that any inappropriate use of the iPad will result in school discipline that may include the loss of technology privileges, and other discipline outlined in the student handbook.

Students and parents agree that all apps and content to be installed on the iPad, including music and media files, must be acceptable in a school environment. Parents agree to monitor student use on the internet while on their home network using the iPad. Students and parents agree that Culver Community Schools personnel may search the school issued iPad, and at no time, should a student expect a right to privacy of materials on the iPad.

Students and parents leaving Culver Community Schools must return the iPad to the school corporation in good working condition. Students and parents agree that iPad use will be restricted if it is determined that the student is receiving one or more failing grades at the midterm and/or grading period. Additional Student/Parent IPAD information is provided on the school website.

Leaving School Grounds
For all practical purposes our school will have a closed campus - that is no student will be permitted to leave school grounds from the time he/she arrives until school is dismissed. Exceptions to this rule will be made only with parental permission and permission from the office.

All students must enter and exit through the front doors unless they are transported by bus to and from school. Those students will dismiss through door L, I, and K, located in the back of the school.

Library
The library has books and other materials for assigned study and recreational use. It is open for use during the entire school day. All students are welcome, but should have the permission of a classroom teacher before coming to the library.

Books may be checked out for two (2) weeks and may be renewed for another two (2) weeks. Reference books are to be used in the library or in supervised classroom situations. Lost or damaged materials that have to be replaced must be paid for in full. A fine will be levied for damaged materials, in accordance with the amount of damage if the material is still usable.

Lockers
When a locker is assigned to a student, it is loaned to him/her for the year for the purpose of storing personal belongings. It is expected that the locker will be maintained in a reasonably neat and orderly manner. Students are responsible for all items in their lockers. Writing on, or placing stickers and banners on or inside the locker will not be permitted. Placing a lock on the lockers will not be permitted. Lockers will be inspected from time to time by the school staff and students may be required to make adjustments as determined by the staff.

Lost and Found
Lost and found items are located in the front hallway across from the office. Items remaining in the lost and found will be donated to local charities.

Media Participation
At various times throughout the school year, students' names and photos may be submitted to area and school media.

Medical Information and Policies
Administration of Medicine at School IAC 7-21-8
No medication shall be administered to a student without the written and dated consent of the student's parent. The consent of the parent shall be valid only for the period specified on the consent form and in no case longer than the current school or program year. All nonprescription medicine to be administered to a student must be accompanied by a statement describing the medicine, the dosage, and the time for it to be administered to the student. All prescription medicine, including injectable medicine, and all blood glucose tests by finger prick to be administered to a student must be accompanied by a physician's prescription, a copy of the original prescription, or the pharmacy label. If the medication is to be terminated prior to the date on the prescription, the written and dated consent or withdrawal of consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file.

Students will be allowed to possess and self-administer medication only under the following conditions. All other medications must be brought to the office and administered in accordance with the parent's statement (in the case of nonprescription medicine) or the physician's order (in the case of prescription medicine) only by a school nurse or other employee(s) designated in writing by the school principal.

Conditions to possess and administer medication by a student:
IC 20-33-8-1 The student's parent must file an authorization with the student's principal for the student to possess and self-administer the medication on an annual basis. The authorization must include a physician's statement which states the student has an acute or chronic disease or medical condition for which the physician has prescribed medication; the student has been instructed in how to self- administer the medication and that the nature of the disease or medical condition requires emergency administration of the medication.

IC 20-34-3-18 Medication that is possessed by the school for administration during school hours or at school functions may be released to the student's parent, or to an individual who is at least 18 years of age and has been designated in writing by the student's parent to receive the medication, or with a student if the student's parent provides written permission for the student to receive the medication.

Immunization Law IC 20-34-4-2 & IC 20-34-4-5 Required Immunizations; Rules
A. Every child residing in Indiana who is enrolled in an accredited elementary school or high school shall be immunized as determined by the state department of health against: diphtheria; pertussis (whooping cough); tetanus; measles; rubella; poliomyelitis; mumps; varicella; hepatitis A; hepatitis B; and meningitis.

B. The state department of health may expand or otherwise modify the list of communicable diseases that require documentation of immunity as medical information becomes available that would warrant the expansion or modification in the interest of public health.

Immunization Calendar

3-5 Years Old	3 Hep B	4 DTaP	3 Polio	1 MMR	1 Varicella	
Grades K to 3	3 Hep B	5DTaP	4 Polio	2 MMR	2 Varicella	2 Hep A

Grades 4 to 5	3 Hep B 5 DTaP	4 Polio	2 MMR	2 Varicella	2 Hep A
Grades 6 to 11	3 Hep B 5 DTaP 1 Tdap	4 Polio	2 MMR 1MCV4 (Meningitis)	2 Varicella	2Hep A
Grade 12	3 Hep B 5 DTaP2 1 Tdap	4 Polio	MMR 2 MCV4 & MenB (Meningitis)	2 Varicella	2 Hep A

Statement of Immunization History; Waiver; Rules
A. Each school shall require the parent of a student who has enrolled in the school to furnish no later than the first day of school attendance, proof of the student's immunization status, either as a written document from the health care provider who administered the immunization or documentation provided from the state immunization data registry.

B. The statement must show, except for a student whom IC 20-34-3-2 or IC 20-34-3-3 applies, that the student has been immunized as required under section 2 of this chapter. The statement must include the student's date of birth and the date of each immunization.

C. A student may not be permitted to attend school beyond the first day of school without furnishing the documentation described in subsections (A) and (B) unless:

1. The school gives the parent of the student a waiver; or
2. The local health department or health care provider determines that the student's immunization schedule has been delayed due to extreme circumstances and that the required immunizations will not be completed before the first day of school.

The waiver referred to in subdivision (1) may not be granted for a period that exceeds twenty (20) school days. If subdivision (2) applies, the parent of the student shall furnish the written statement and a schedule, approved by a health care provider who is authorized to administer the immunizations or the local health department, for the completion of the remainder of the immunizations.

Bed Bugs
Bed bugs are not associated with uncleanliness or socioeconomic status, but this insect has a substantial social stigma. If bed bugs and/or bites have been found on a student's belongings staff will discreetly handle this situation by:

- Contacting the nurse to assess the student, bug, and/or bites
- Providing the student with plastic bags or a plastic bin in which to store their belongings while they are at school
- Isolating the students belongings
- Reducing the number of items that the student has to transport between school and home.
- Regularly inspect the student's desk and or locker for bed bugs.
- Avoiding accumulation of clothes, shoes and boots in the classroom.

When deemed appropriate, staff will contact a pest management professional to proactively treat classrooms. (Please see Pesticide Application Registry Notice for further information).

Care of Students with Diabetes IC 20-34-5
A diabetes management and treatment plan shall be prepared and implemented for a student with diabetes for use during school hours or at a school related event or activity. The plan shall be developed by the licensed health care practitioner responsible for the student's diabetes treatment and the student's parent/legal guardian. An individual health plan must be developed for each student with diabetes while the student is at school or participating in a school activity. The school's nurse shall develop a student's individualized health plan in collaboration with:

1. to the extent practicable, the license health care practitioner responsible for the student's diabetes treatment;
2. the school principal;
3. the student's parent or legal guardian
4. one or more of the student's teachers. (b) A student's individualized health plan must incorporate the components of the student's diabetes management the treatment plan.

HPV Information IC 20-34-4-3
Indiana Code requires the Indiana Department of Health to provide information on the link between cancer and the human papillomavirus (HPV) and the vaccination that can protect your child from HPV cancers later in life.

More information from the Indiana State Department of Health regarding HPV and the immunization can be found on our school website under Popular/ Health Services/ HPV Educational Letter to Parents.

Head Lice
The nurse will check for lice as often as possible. If lice or viable nits (eggs) are found, students will be sent home for treatment and removal of lice and nits. Students may return to school only after being checked by the school nurse, or her designee and they are free of lice and viable nits. Parents should bring their children back to school to be checked and not send them on the bus. Students will be reported to the Health Department/Department of Family Services after the third time they have been sent home with lice.

Health Screenings
The school shall conduct the following health screenings:

1. A visual test, using the modified clinical technique, of each student upon the student's enrollment in kindergarten or grade 1, and an annual screening test of the visual acuity of each student enrolled in or transferred to grade 3 and grade 5, and all other students suspected of having a visual defect.

2. A test to determine postural defects (scoliosis) shall be administered to each student in grade 5.

Meningococcal Disease IC 20-30-5-18
Meningococcal disease is a dangerous disease that can strike children and youth. Information concerning meningococcal disease (meningitis) and its vaccine shall be provided to students and parents at the beginning of the school year. The information must include information concerning the causes, symptoms and spread of meningococcal disease (meningitis) and the places where parents may obtain additional information and vaccinations for the children. This information can be found on the Culver Community Schools website under Popular/ Health Services/ Meningitis/ Quick Facts/ Meningitis Educational Center & Popular/ Health Services/ Meningitis/ Quick Facts/ Educational Letter to Parents. Please contact your healthcare provider.

Guidelines for sick children

Symptom	When to Keep at Home...	When to Send to School...
Cough/Runny Nose	Symptoms are severe enough that the student is unable to learn. The student has a fever, or is unable to cover cough, blow nose, or wash hands.	Slight cough or runny nose (but no fever) and the student is able to cover cough, blow nose, and wash hands.
Croup	Breathing is abnormal.	Breathing is normal
Diarrhea	During the past 24 hours, more than one watery stool has occurred.	During the past 24 hours, no more than one watery stool has occurred.
Fever	During the past 24 hours, the student's temperature has been more than 100 degrees.	During the past 24 hours, the student's temperature has been below 100 degrees and no fever reducing medication has been taken.
Hand Foot Mouth (HFM)	Fever Free with no open sores.	Students have a fever, rash, or sores that resemble HFM.
Lice	Live lice present on the child or presence of nits..	No live lice or presence of nits.
Pink Eye	Eyes are pink, draining, crusty, itching, painful, sensitive to light, or student has vision changes.	Eyes may be itchy, but are not red, crusty, or draining.
Rash	Rash is bothersome and distracting. The student has a fever or severe itching, or rash is spreading or draining.	Rash is not draining or spreading. The student does not have a fever, and symptoms of itching are not severe enough to impede learning.
Strep Throat	Have a fever or less than 48 hours of oral medicine or 24 hours of injection medicine in their system.	Has been more than 24 hours from an injection of medication or 48 hours of oral medication.
Vomiting	During the past 24 hours, vomiting has occurred.	During the past 24 hours, no vomiting has occurred.
Whooping Cough	Under 5 days of medication in the child's system.	Over 5 days of medication in the child's system. Doctor released in writing that the child may return.

Outside Winter Recess
The students will have outside recess unless the temperature or the wind-chill factor is below 20°. Children need a chance to get outside and stretch. We work harder and are more productive when we take a break a couple of times a day. Students will need to stay on the sidewalk or the plowed areas if they cannot change into boots or waterproof shoes for recess. If they have boots or waterproof shoes they must change into dry ones upon re-entering the building. Please also see that the children are dressed appropriately for the weather. If there is a need for winter clothing, please contact the office.

Pesticide Application Registry Notice
Culver Community Schools Corporation practices Integrated Pest Management, a program that combines preventive techniques, non-chemical pest control methods, and the appropriate use of pesticides with a preference for products that are the least harmful to human health and the environment. Applications of pesticides are made only when deemed necessary to control a pest after trying other means to control the problem. The term "pesticide" includes insecticides, herbicides, rodenticides, and fungicides. We are establishing a registry of people who wish to be notified prior to pesticide applications. To be included in this registry, please contact the Schools Superintendent at 574-842-3364, or your building principal. The following information will be required in order to be added to the notification registry: Parent/Guardian/Staff member name, student(s) name, Email address, and Phone number.

Physical Education Classes
Each student must have a pair of gym shoes for physical education. These shoes should be left at school for the student to use when we must have recess indoors. It is recommended that each student obtain a health checkup before participating in strenuous activities. It is school policy that if you are well enough to remain in school, you are able to participate in some part of the physical education class except with a written doctor's excuse.

Registered Sex Offender (Parent/Guardian) on School Property
The State of Indiana recognizes that sex offenders pose a continuing threat to society after incarceration or even if incarceration does not occur. For example, Indiana law, such as IC 11-8-8 and IC 11-13-3-4, imposes registration requirements and other restrictions on sex offenders.

Policy and Definitions
1. Understanding this continuing threat and recognizing that the safety and welfare of students and employees is of paramount importance, Culver Community Schools Corporation (CCSC) declares that, except in limited circumstances defined in this policy, sex offenders are not permitted to be present on CCSC property.
2. A sex offender under this policy is a person who meets the definition of a sex offender or sex or violent offender under IC 11-8-8.
3. For purposes of this policy, CCSC property includes all school sites and buildings including administrative buildings, all school vehicles and all sites of school-sponsored activities.

Exceptions to Policy
1. Any sex offender may be on CCSC property: (A) To vote, if the sex offender is a qualified voter and is entering CCSC property for the sole purpose of voting at an election site located on that property; or (B) To attend a public meeting of the CCSC School Board.
2. A sex offender who is a parent or guardian of a student may be on CCSC property: (A). To attend meetings directly related to the student such as disciplinary meetings, case conferences and parent-teacher conferences; or (B) To attend unique events, such as graduation or events recognizing the sex offender's student provided that prior permission to attend the event has been obtained from the Superintendent or designee but this exception is to be limited in its application; or (C) To drop off or pick up the student with prior permission from the Superintendent or designee but the sex offender shall not transport other children.

School Conflict Policy
Culver Elementary School believes that it is important that students participate in a wide range of school- sponsored activities. As students begin to prepare to transition to middle school, there may be a possibility for extra-curricular and co-curricular programing conflicts to occur. By keeping the student's best interests in mind, the staff, students, and parents will communicate with each other in an atmosphere of fairness and consistency in determining appropriate resolutions to conflicting performance schedules. No penalty will be assessed to the student participant if he or she properly communicates the decision to all parties. Any student penalty assessed must be done with the approval of the principal.

Search and Seizure Policy
A. As used in this section, "reasonable cause for a search" means circumstances which would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:
- Evidence of a violation of the student conduct standards contained in the student handbook;
- Anything which because of its presence presents an immediate danger or physical harm or illness to any person.

B. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to this section. No student shall lock or otherwise impede access to any locker or storage areas except with a lock provided by or approved by the principal of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed.
- The principal, or a member of the administrative staff designated in writing by the principal, may search a locker and its contents where the person conducting the search has reasonable cause for a search of the locker. When the locker to be searched is assigned to a particular student and that student is on the school premises at the time of the search, the student shall be notified prior to the search and given the option to be present at the search.
- The principal, a member of the administrative staff, or a teacher may search a desk or any other storage area on school premises other than a locker when the person conducting the search has reasonable cause for a search.

C. The principal, or another member of the administrative staff designated in writing by the principal and acting at the direction of the principal, may search the person of a student during a school activity if the principal has reasonable cause for a search of that student. Searches of the person of a student shall be limited to:
1. Search of pockets of the student.
2. Any object in the possession of the student, such as a purse or briefcase, and/or
3. A "pat down" of the exterior of the student's clothing. Searches of the person of a student which require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer in accordance with subsection F of this section. Searches of the person of a student shall be conducted in a private room by a person of the same sex as the student being searched. At least one, but not more than three additional persons, of the same sex as the student being searched shall witness, but not participate in the search. At the request of the student to be searched, an additional person of the same sex as the student, designated by the student, and then reasonably available on the school premises, shall witness the search. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.

D. Anything found in the course of a search conducted in accordance with this section which is evidence of a violation of the student conduct standards contained in the student handbook may be:
- Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing
- Returned to the parent or guardian of the student from whom it was seized.
- Destroyed if it has no significant value.

- Turned over to any law enforcement officer in accordance with subsection F.

E. Anything found in the course of a search conducted in accordance with this section which by its presence presents an immediate danger of physical harm or illness to any person may be seized and

- Returned to the parent or guardian of the student from whom it was seized,
- Destroyed, or
- Turned over to any law enforcement officer in accordance with subsection.

F. The principal, or a member of the administrative staff designated in writing by the principal, may request the assistance of a law enforcement officer to:

- Search any area of the school premises, any student, or any motor vehicle on school premises;
- Identify or dispose of anything found in the course of a search conducted in accordance with this section.

Where law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in any search conducted.

If a general inspection of a number of lockers is necessary, then all lockers in the defined inspection will be examined. Students will not necessarily be given the opportunity to be present while a general inspection is being conducted.

In general locker cleaning nothing in the rules shall affect members of the custodial staff who, at the direction of the principal, clean out lockers from time to time in accordance with general housekeeping schedules or the student is no longer enrolled in the school. Further, the custodial staff may open a student's locker during any vacation period if they have reason to believe such lockers contain rotting, spoiling or mildewing items such as food, wet clothes, etc.

Students will be expected to keep their lockers in a clean and orderly manner.

Sexual Harassment Policy

It is the policy of the Board to maintain a learning and working environment that is free from sexual harassment. It shall be a violation of this policy for any employee of Culver Community Schools Corporation to harass another employee or student through conduct or communication of a sexual nature as defined in Section A. It shall also be a violation of this policy for students to harass other students through conduct or communication of a sexual nature as defined in Section A. The use of the term "employee" also includes non-employees and volunteers who work subject to the control of school authorities.

A. Definitions of Harassment - Types of Sexual Harassment:

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any employee to a student, when made by any employee to another employee, or when made by any student to another student when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual;
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment;
- Denial of an employment or educational opportunity occurs directly because an employee or a student submits to unwelcome requests for sexual favors made by a supervisor or teacher which results favorably for that particular employee or student;
- Such conduct is engaged in by volunteers and/or non-employees over which the school corporation has some degree of control of their behavior while on school property.

B. Unwelcome Conduct of a Sexual Nature

Conduct of a sexual nature may include verbal or physical sexual advances and/or comments regarding physical or personality characteristics of a sexual nature. Verbal or physical conduct of a sexual nature constitutes sexual harassment when the allegedly harassed employee has indicated, by his or her conduct or verbal objection, that it is unwelcome.

An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

C. Examples of Sexual Harassment

Sexual harassment, as set forth in Section A, may include but is not limited to the following: Verbal harassment or abuse; repeated remarks to a person, with sexual or demeaning implications; unwelcome touching; pressure for sexual activity; suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job promotion, and/or salary increase.

D. Specific Prohibitions

Administrators and Supervisors: It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors or attention from subordinate's when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to disciplinary actions, as described below.

Non-administrative and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to disciplinary actions as described below.

E. Complaint Procedures

Any person who alleges sexual harassment by any employee or student in the school corporation may use the complaint procedure used below in Section E or may complain directly to his or her immediate supervisor, building principal, or the Title IX complaint designee of the school corporation. Filing a complaint will not reflect upon the individual's status, nor will it affect future employment, grades, or work assignments.

The right of confidentiality, both of the complainant and of the accused, will be respected consistent with the school corporation's legal obligations and the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

Reporting Sexual Harassment: All reports of sexual harassment shall be handled in the following manner:

- Reports must be in writing on forms supplied by the corporation (if a verbal complaint is made, the school official should file a written report).
- Reports must name the person(s) charged with sexual harassment and state the facts.
- Reports must be presented to the building principal where the alleged conduct took place. The building principal shall inform the superintendent, or his designee, of all filed reports.
- The building principal who received a report shall thoroughly investigate the alleged sexual harassment.
- The report and the results of the investigation will be presented to the superintendent. The superintendent shall review the report and make a recommendation to the Board of any action he deems appropriate.
- The Board may consider the report and the superintendent's recommendation in executive session. The Board may take any action it deems appropriate. The alleged victim's name will not be released to the public unless required by law.

F. Sanctions for Misconduct

A substantiated charge against an employee in the school corporation shall subject such employee to disciplinary action including, but not limited to, reassignment, suspension, or discharge.
A substantiated charge against a student in the school corporation shall subject that student to disciplinary action including suspension and/or expulsion consistent with the Student Conduct Code.

G. False Reporting

Any person who knowingly files false charges against an employee or a student in an attempt to demean, harass, abuse, or embarrass an individual shall be subject to disciplinary action consistent with school policy and the Student Conduct Code.

H. Notification of This Policy

Notice of the policy will be circulated to all schools and departments of the corporation and will be incorporated in each employee and student handbook.

Social Emotional & Academic Learning (SEAL) Coordinator

We have a SEAL Coordinator for elementary students in Culver Community Schools. Students may be seen either by simply making a request in the office or through their teachers. Parents may also submit requests either through the office or by direct contact with the SEAL Coord. The SEAL Coord. may work with individual students, small groups, classrooms, teachers, and parents to assist with any social, emotional or academic need.

Speech and Hearing IC 20-34-3-14

During the school year, the speech/language pathologist will conduct hearing screenings, an audiometer screening. Screenings will be conducted through state required mass screenings (first, fourth, seventh, and tenth grades), through teacher and/or case conference committee referrals, when new students (which include kindergarten students) enroll in our school system. Should a student fail the screening twice, parents or guardians will be notified.

Student Appearance

The school corporation is committed to protecting student safety and promoting a positive educational environment. Students have the responsibility to observe the basic standards of cleanliness, modesty, good grooming and dress in a manner that is neither substantially disruptive to the educational process (including educational functions for school purposes) or poses a safety hazard. In keeping with the above standard and rule, the following will be prohibited, but not limited to:

1. Hats, jackets, sunglasses (unless doctor's order), and gloves shall not be worn to classrooms.
2. Clothing with logos or printed language which either substantially disrupts the educational process or poses a safety hazard shall not be worn to school and/or to classrooms.
3. Clothing, tattoos, and/or jewelry with print or pictures referring to obscenities, vulgarity, alcohol, tobacco, drugs, sex, or gangs, or clothing overtly revealing shall not be worn to school and/or to classrooms.
4. Clothing that reveals the torso, or shorts or skirts shorter than fingertip length, or tank tops or shirts with straps less than 2 inches wide shall not be worn to school.
5. The wearing or style of dress or display of any gang related symbols or clothing, any act or speech showing gang affiliation and any conduct in furtherance of gang activity which either substantially disrupts the educational process or poses a safety hazard is prohibited.
6. Jeans and/or shorts cannot have rips above fingertip length.

Students Going Home Some Other Way

On occasion an elementary student may go home some other way than the usual way. **If your child is to go home some other way, please contact the office, no later than 2:00 PM Monday through Thursday and 1:00 PM on Fridays.** This would include those times when you would be picking your child up when he/she normally would be riding a bus. In this way a teacher can help see that the child carries out the wishes of the parent and the teacher will know that this is being done with parent approval.

Suspension Procedures

When a principal (or designee) determines that a student should be suspended, the following procedures will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting the student will be entitled to: a. a written or oral statement of the charges; b. if the student denies the charges, a summary of the evidence against the student will be presented; and, c. the student will be provided an opportunity to explain his or her conduct.
2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such

situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.

3. Following the suspension, the parents or guardians of suspended students will be notified in writing. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the principal.

Telephones
The school telephones are for school business and may be used by students only in cases of emergency with the permission of the person in charge. Messages from parents will be made available to students at times other than class time. Only in cases of emergencies will messages be delivered to the student immediately when received.

Video Surveillance
The use of video surveillance and electronic monitoring equipment is in use at Culver Elementary School. Recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Visitors
The school policy is to accept only those visitors who have legitimate business to attend to at the school and have a passed background check on file with the main office. Parents are always welcome, but they are to make an appointment to see a teacher, the principal or visit their children's class. All visitors, including parents, must report to the main office and sign in upon entering the building. All visitors will be issued a visitor's badge, which must be visible to staff members.

Wellness Policy
Please see Culver Community Schools Corporation's policy handbook found on the Corporation website.

Academics
Culver Elementary School Grading Scale

4 - Exceeds grade level standards: student demonstrates understanding and performance *beyond* proficiency and has exceeded the standard.

3 - Meets grade level standards: Student demonstrates proficiency on all grade levels skills of the topic

2 - Approaching Grade Level Standards: Student demonstrates proficiency on *foundational* skills of the topic

1 - Developing Proficiency: Student demonstrates progress towards initial foundational skills of the topic

Report Cards
Culver Elementary School operates on a nine-week grading basis, which means report cards will be issued four times during the year. Report cards call be emailed out to parents two days after the end of the grading period via Harmony. Parents may request a paper copy by emailing cesoffice@culver.k12.in.us

Culver Elementary will utilize a standards based report card. A standards based report card is a communication tool with families that indicates a students present level of mastery towards a standard or learning goal. A standards based report card is less about a "grade" and provides more information about how well students have mastered particular skills. The report card will highlight priority standards that have been identified by a team of teachers from Culver Elementary School utilizing guidance from the Indiana Department of Education.

Mid-Term Reports
Mid-term reports will be sent home approximately 4 1⁄2 weeks into each grading period. These reports serve as a communication tool between the school and home to inform parents of the progress of their children. Mid-Term reports will be emailed out to parents two school days after the end of the grading period via Harmony.

Parental Conferences
Parent/teacher conferences are scheduled to be held in the spring. However, we encourage parents to call the school for conferences with the principal or teachers any time they have a concern regarding the school program or their son or daughter. We believe in open lines of communication between parents and teachers. We would hope that students, parents, and teachers would work together to provide the best education possible for every child in our system.

Retention
Retention is a serious matter and should be treated as such by both parents and the school. Many factors should be considered prior to a child being retained. The most important area to consider is reading achievement. Any child reading a semester or more below grade level should be strongly considered for retention. Other factors should include achievement in other academic areas, daily work, homework assignments, standardized test scores, behavior, attendance, and teacher observation. Decisions for retention should consider the effect that the retention will have both short term and long term effects on the individual student involved. It should be remembered that retention does not mean failure for student, parent or teacher. Children mature and learn at different rates. Some students need more time and experience at different levels than others. A school wide Retention Committee will review recommendations for retention. Recommendations for retention are made only after careful consideration of many factors and are made only when it is considered to be in the individual students' best interest. In the event that the teacher is recommending retention, the parent will be asked to come in for a conference with the teacher and review and sign the "Grade Level Retention/Assign Form". The building principal has the final responsibility in determining promotion, placement or retention of a student.

Food Service

Breakfast and Lunch Money Collection
Our breakfast and lunch money collection works as follows:

Every Monday your child should bring their breakfast, lunch money in Cav's Cafe orange envelope. Please clearly put your child's and teacher's name on the outside of it. Fill out the exterior of the envelope each time. **Only one check per family needs to be written. Your child will walk the envelope down to the main office and put it in a secure location.** The treasurer will distribute the money in each of your children's separate accounts according to the directions on the envelope.

Families may pay for more than one week at a time. Parents may have a printout of their child's record upon request. This information is also available on Harmony.

What if my child forgets his or her money? If there are no funds available in your child's account, they would have a charge and would be given a lunch, breakfast, or milk on account. At that point a negative balance notification will be sent home with the child.

Special Lunch Request
Any student requiring special meals due to food allergies, etc., must have written documentation by a physician on file in the office. This documentation must be on file in order for the school to be able to accommodate the child's needs.

Students Bringing in Lunch Items
Carbonated or energy drinks are not to be brought into school for lunches or snacks.

Free and Reduced Lunches
A provision is made whereby children from families whose income is at or below certain established standards are eligible for free lunch or at a reduced price. If you think that you might qualify for this assistance, application forms are available in the principal's office. If there is a change in your family's income due to reasons such as unemployment, or a change in your family's size, please contact us. Such a change may make your children eligible for reduced price meals, or free meals. In certain instances foster children are eligible for this aid also. Additional information and guidelines are available in the principal's office, any time during the school year.

Procedure for Student/Employee Lunch/Meal Accounts
The National School Lunch Program (NSLP) required school food authorities to establish written administrative guidelines and procedures for meal charges.

Culver Community Schools Corporation will adhere to the following meal charge procedure:
All cafeteria purchases are to be prepaid before meal service begins. All payments may be made within school offices via cash, check and efunds (located on our school website).

- A student may charge up to two (2) meals maximum (one charge per meal) as long as they establish and maintain a good credit history of making payments on their food service accounts.
- A staff member may charge up to five dollars ($5.00) as long as they establish and maintain a good credit history of making payments on their food service accounts.
- A student or employee who has charged a meal may not charge or purchase "a la carte" item(s), including extra main entrees or make purchases in any other purchasing areas.
- If a student repeatedly comes to school with no lunch and no money, food service employees must report this to the building principal as this may be a sign of abuse or neglect and the proper authorities should be contacted; or
- The building principal or other school personnel will coordinate communications with the parent(s)/guardian(s) to resolve the matter of unpaid charges.
- If food services staff suspects that a student may be abusing this policy, they will notify the building principal and written notice will be provided to the parent(s)/guardian(s) that if he/she continues to abuse this policy, the privilege of charging meals will be refused; or
- If food services staff suspects that a student may be abusing this policy, they will notify the building principal and written notice will be provided to the parent(s)/guardian(s).
- The building principal or other school personnel will also send home notifications each week to parents/guardians of students who carry negative balances of five dollars ($5.00) and above.
- All accounts must be settled at the end of the current school year. Notifications will be sent home approximately fourteen (14) days before the end of the current school year to students who have any negative balances. Negative balances of more than five dollars ($5.00) not paid in full fourteen (14) days prior to the end of the current school year will force the Corporation to take action to collect unpaid funds by means of collection agencies, small claims court, or any other legal method deemed necessary by the Corporation.

Transportation
Bus Conduct and Safety Rules
The Bus Conduct and Safety Rules are designed to promote safety on the school bus at all times. The safety of all students is our top priority. Therefore, each student is expected to cooperate fully by always obeying the rules.

The authority of the bus driver who is in charge of the bus, will be recognized and supported by all. For everyone's safety, the bus driver must be heard, be able to hear traffic sounds such as sirens and be obeyed by students quickly and efficiently.

School bus transportation is a privilege and is not guaranteed for you by law. Transportation is available; however, it can be taken away if students choose to disobey or violate any of the safety and conduct rules. If transportation privileges are denied, the parents or guardians are responsible for getting their children to and from school.

TO PROMOTE A SAFE, ORDERLY, EFFICIENT AND ENJOYABLE BUS RIDE TO AND FROM SCHOOL, THESE RULES MUST BE FOLLOWED:

At the Bus Stop

- Be on time.
- Board & leave the bus only at your regularly assigned stop, unless you have received special permission in advance.
- Stay out of the street and away from the road.
- Help protect surrounding property while waiting for the bus.
- Wait to enter until the bus comes to a full stop, and the door has been opened by the driver. Take your turn and do not push when entering or leaving the bus.

On the Bus

- Always obey the driver promptly and respectfully.
- Be seated promptly & stay in your assigned seat.
- Keep all books & materials on your lap or contained in a backpack or sack.
- Be courteous and use no profane language.
- Speak in low tones.
- Never push, shove, scuffle or horseplay; that is always unacceptable and a serious safety hazard.
- Keep your head, hair, hands, feet & all belongings inside the bus and to yourself.
- Never smoke, it is a serious safety hazard.
- Never fight, it is unacceptable & a serious safety hazard.
- Never throw objects inside or outside the bus.
- Do not eat, chew gum or drink on the bus without the drivers permission.
- Treat bus seats & equipment with care and respect.
- Keep the bus clean & orderly. Deposit trash in the containers at the front of the bus.
- Electronic devices prohibited.

Leaving the Bus

- Take your turn and do not push when leaving the bus.
- Upon arrival at school, students eating breakfast are to go directly into the building. All others are to stay on the blacktop at the back of the school until the bell rings. No one is permitted to leave the school grounds without permission from the principal's office.
- Once off the bus, clear the area immediately. If crossing the street, wait for a signal from the bus driver before crossing in front of the bus. Walk quickly across.

THANK YOU FOR DOING YOUR PART FOR SAFETY'S SAKE.

You keep the privilege of riding the bus and it is a safer ride for everyone. You could be denied the use of the school bus to get to and from school.

Student Conduct

The Board of School Trustees of the Culver Community Schools Corporation delegates the development and enforcement of the following policy to the building principals in the school corporation. The responsibility for the development and maintenance of self-discipline falls mainly to the cooperative efforts of students, parents, teachers, administrators and community leaders. Standards of student conduct are necessary to assure that students seeking to express their own individual rights do not infringe on the rights of others. The purpose of the following policy is to create an atmosphere that promotes the best possible learning environment for all those involved in education at Culver Community Schools.

I. The Culver Community Schools Corporation will suspend, expel, or exclude students pursuant to the Indiana Code concerning student discipline in Indiana Public Schools. Each principal may make written rules and 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. Educational function means the performance by an employee of an act or series of acts in carrying out school purposes in promoting knowledge and learning through an orderly and efficient education system.

II. The Principal is authorized to take any action in connection with student behavior, in addition to the actions specifically provided in this chapter reasonably desirable or necessary to help any student, to further school purposes or to prevent an interference therewith, such action including the counseling with a student or group of students, conferences with parents or groups of parents, assigning students additional work, arranging of class schedules, requiring a student to remain in school after regular school hours to do additional work, or for counseling, or restrictions of extra- curricular activity. III. In addition to the grounds for expulsion or suspension under subsection (b), a student may be expelled or suspended for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function.

Recognizing that the behavior of some students may be so disruptive that it interferes with school purposes or educational functions of the school corporation, school officials may find it necessary to remove a student from the school. In this event and in accordance with the provisions of IC 20-8. 1- 5.1, the Board of School Trustees authorized administrators and staff members to take the following actions.

1. REMOVAL FROM CLASS OR ACTIVITY - TEACHER: An elementary teacher will have the right to remove a student from his/her classroom or activity for a period of up to one (1) school day if the student is assigned regular or additional work to be completed in another school setting.
2. SUSPENSION FROM SCHOOL - PRINCIPAL: A school principal (or designee) may deny a student the right to attend school or take part in any school function for a period of up to five school days. If a recommendation for expulsion is made, the principal (or designee) may suspend that student for up to 10 days.
3. EXPULSION: In accordance with the due process procedures defined in this policy, a student may be expelled from school for a period

no longer than the remainder of the current semester plus the following semester, with the exception of a firearm or deadly weapon listed under the grounds for Suspension and Expulsion in this policy, Section C and Section d.

Grounds for Suspension or Expulsion:
The grounds for suspension or expulsion listed in section A (listed below) apply when a student is:

- On school grounds immediately before, during, and immediately after school hours and at any other time when the school is being used by a school group (including summer school)
- Off school grounds at a school activity, function, or event
- Traveling to or from school or a school activity, function, or event

A. Student Misconduct and/or Substantial Disobedience
Grounds for suspension or expulsion are student misconduct, substantial disobedience, and/or excessive unexcused absences. Examples of student misconduct and/or substantial disobedience for which a student may be suspended or expelled include, but are not limited to:

1. Using violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other conduct constituting an interference with school purposes, or urging other students to engage in such conduct. The following enumeration is only illustrative and not limited to the type of conduct prohibited by this rule:
    a. Occupying any school building, school grounds, or part thereof with intent to deprive others of its use.
    b. Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor, or room.
    c. Setting fire to or damaging any school building or property.
    d. Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or education function, or of any meeting or assembly on school property.
    e. Intentionally making noise or acting in any manner so as to interfere with the ability of any teacher or any other person to conduct or participate in an education function.

2. Engaging in any kind of aggressive behavior that does physical or psychological harm to another person or urging of other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing, or other comparable conduct.

3. Engaging in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity.

4. Causing or attempting to cause damage to school property, stealing or attempting to steal school property.

5. Causing or attempting to cause damage to private property, stealing or attempting to steal private property.

6. Causing or attempting to cause physical injury or behaving in such a way as could reasonably cause physical injury to any person. Self-defense or reasonable action undertaken on the reasonable belief that it was necessary to protect some other person does not constitute a violation of this rule.

7. Threatening or intimidating any person for any purpose, including obtaining money or anything of value.

8. Threatening (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act.

9. Failing to report the actions or plans of another person to a teacher or administrator where those actions or plans, if carried out, could result in harm to another person or persons or damage property when the student has information about such actions or plans.

10. Possessing, handling, transmitting a knife or any object that can reasonably be considered a weapon, or is represented to be a weapon.

11. Possessing, using, transmitting, or being affected by any controlled substance, prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant or depressant of any kind, or any paraphernalia used in connection with the listed substances. Also prohibited is the consumption of any of the stated substances immediately before attending school or a school function.

    a. Exception to Rule 11: a student with a chronic disease or medical condition may possess and self-administer prescribed medication for the disease or condition if the student's parent has filed a written authorization with the building principal. The written authorization must be filled annually. The written authorization must be done by a physician and must include the following information:
        i. That the student has an acute or chronic disease or medical condition for which the physician had prescribed medication.
        ii. The nature of the disease or medical condition requires emergency administration of the prescribed medication.
        iii. The student has been instructed in how to self-administer the prescribed medication.
        iv. The student is authorized to possess and self-administer the prescribed medication.

12. Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind.

13. Possessing, using, transmitting, or being affected by caffeine-based substances, substances containing phenylpropanolamine (PPA), or

stimulants of any kind, be they available with or without a prescription.

14. Possessing, using, distributing, purchasing, or selling tobacco products or nicotine, of any kind or in any form. This includes e-cigarettes.

15. Offering to sell or agreeing to purchase a controlled substance or alcoholic beverages.

16. Failing to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purposes or an educational function.

17. Failing to completely and truthfully respond to questions from a staff member regarding school- related matters including potential violations of the student conduct rules or state or federal law.

18. Falsely accusing any person of sexual harassment, or of violation of a school rule, and/or a state or federal law.

19. Engaging in any activity forbidden by the laws of Indiana that constitutes an interference with school purposes or an educational function.

20. Aiding, assisting, or conspiring with another person to violate these student conduct rules or state or federal law.

21. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.

22. Taking or displaying pictures (digital or otherwise) without the consent of the student or staff member in a situation not related to a school purpose or educational function.

23. Engaging in pranks that could result in harm to another person.

24. The use of or possession of gunpowder, ammunition, or flammable substance.

25. Violating any rules that are reasonably necessary in carrying out school purposes or an educational function and are established in accordance with Indiana law, including, but not limited to:
    a. engaging in sexual behavior on school property;
    b. engaging in sexual harassment of a student or staff member;
    c. disobedience of administrative authority;
    d. willful absence or tardiness of students;
    e. engaging in speech or conduct, including clothing, jewelry or hair style, that is profane, indecent, lewd, vulgar, or refers to drugs, tobacco, alcohol, sex, or illegal activity, or is plainly offensive to school purposes;
    f. violation of the school corporation's acceptable use of technology policy or rules;
    g. violation of the school corporation's administration of medication policy or rules:
    h. possessing or using a laser pointer or similar device.

26. Possessing or using on school grounds during school hours an electronic device in a situation not related to a school purpose or educational function.

27. 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.

28. Violation of any student conduct rule the school building principal establishes and gives publication of it to all students and parents in the principal's school building.

Culver Elementary School will be utilizing a leveled disciplinary system. Students are required to adhere to the student code of conduct as listed above and are subject to disciplinary action for any violations listed below. The leveled system is a guideline for administrators to follow. However, all discipline actions are at Administrator's discretion and will ensure developmentally appropriate practices.

Level 1 Behaviors

- Disrespectful Behavior
- Dress Code Violations
- Attendance & Tardies
- Inappropriate Language/Gestures
- Disruptive/Disorderly Conduct
- Being in an Unauthorized Area
- Leaving an iPad unattended
- PDA (Public Display of Affection)
- Not prepared for class

Disciplinary Actions:
1st Offense: Verbal Warning

Level 3 Behaviors:

- Vandalism
- Provocation/Injury to Others
- Sexual Misconduct
- Truancy from class
- Defiance/insubordination
- Dangerous or harmful behavior
- Profanity (to include gestures, inappropriate written/spoken language)
- Tampering/Breaking iPad
- Academic Dishonesty/Plagiarism

2nd Offense: Written warning & Parent Contact by Teacher
3rd Offense: 1 Hour Detention After School
4th Offense:1 Hour Detention After School
5th Offense: 1 Hour Detention After School
6th Offense: Principal Discretion

Level 2 Behaviors:

- Improper use of internet/iPad/Computers/Cell Phones/Technology
- Prolonged Interruption of Instruction
- Failure to Serve a given consequence
- Excessive Tardiness & Absences
- Not showing respect to staff/students/guests
- Inappropriate behavior- horse-playing/roughhousing/play fighting, etc
- False Reporting of an Incident

Disciplinary Actions:
1st Offense: Written Warning & Referral to Behavior Committee for intervention
2nd Offense: After school detention (1 hour)
3rd Offense: After school detention (1 hour)
4th Offense: ISS (In-school detention)
5th Offense: Principal's Discretion

Disciplinary Actions:
**Potential reporting to TCPD*
1st Offense: After-school detention (1 hour)
2nd Offense: After-school detention (1 hour)
3rd Offense: ISS (In-School suspension)
4th Offense: Principal's Discretion

Level 4: Behaviors:

- Tobacco/Vaping
- Assault/Battery
- Persistent, severe, or unwanted sexual conduct
- Fighting/threatening, dangerous/hurtful behavior
- Habitual Previous Offenses
- Stealing/possession of stolen property

Disciplinary Action:
Day(s) of Out of School Suspension (OSS) & Reported to TCPD

Level 5 Behaviors:

- Bomb/False Alarm
- Possession of firearm/ weapon/knife/fireworks/razor blade
- Possession/selling/or under the influence of drugs, alcohol or other paraphernalia or devices/substances similar to.

Disciplinary Action:
1st Offense: 10 day Out of School Suspension (OSS) – pending expulsion & Reported to TCPD

B. Bullying

The use of Cyberbully Hotline is available to all students and parents to report incidents of bullying. This is an anonymous method to report such incidents to school officials. The Culver Elementary Cyberbully Hotline number is 574-213-7227.

1. Bullying committed by students toward other students is strictly prohibited. Engaging in bullying conduct described in this rule by use of data or computer software that is accessed through any computer, any computer system, or any computer network is also prohibited.

2. For purposes of this rule, bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including electronically or digitally, physical acts committed, aggression, or any other similar 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 that:
    a. places the targeted student in reasonable fear of harm to the targeted student's person or property;
    b. has a substantially detrimental effect on the targeted student's physical or mental health;
    c. has the effect of substantially interfering with the targeted student's academic performance; or
    d. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

3. This rule may be applied regardless of the physical location of the bullying behavior when a student committing bullying behavior and the targeted student attends a school within the school corporation and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of other students to a safe and peaceful learning environment.

4. Any student or parent who has knowledge of conduct in violation of this rule or any student who feels he/she has been bullied in violation of this rule should immediately report the conduct to the school administrator who has responsibility for all investigations of student misconduct including bullying. A student or parent may also report the conduct to a teacher or to the SEAL Coord. who will be responsible for notifying the school administrator. This report may be made anonymously.

5. The school administrator shall investigate immediately all reports of bullying made pursuant to the provisions of this rule. Such investigation must include any action or appropriate responses that may be taken immediately to address the bullying conduct wherever it takes place. The parents of the bully and the targeted student(s) shall be notified on a regular, periodic basis of the progress and the findings of the investigation and of any remedial action that has been taken.

6. The school Administrator will be responsible for working with the SEAL Coordinator and other community resources to provide information and/or follow-up services to support the targeted student and to educate the student engaging in bullying behavior on the effects of bullying and the prevention of bullying. In addition, the school administrator and/or SEAL Coordinator will be responsible for determining if the bullying behavior is a violation of law required to be reported to law enforcement under Indiana law based upon their reasonable belief. Such determination should be made as soon as possible and once this determination is made, the report should be made immediately to law enforcement.

7. False reporting of bullying conduct as defined in this rule by a student shall be considered a violation of this rule and will result in any appropriate disciplinary action or sanctions if the investigation of the report finds it to be false.

8. A violation of this rule prohibiting bullying may result in any appropriate disciplinary action or sanction, including suspension and/or

expulsion.

9. Failure by a school employee who has a responsibility to report bullying or investigate bullying or any of the duty under this rule to carry out such responsibility or duty will be subject to appropriate disciplinary action, up to and including dismissal from employment with the school corporation.

10. 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 bullying.

11. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

12. 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.

13. The superintendent or designee will be responsible for developing detailed administrative procedures consistent with the Indiana Department of Education guidelines for the implementation of the provisions of this rule. LEGAL REFERENCE: I.C. 20-33-8-0.2/ I.C. 20-33-8-13.5

C. Possessing a Firearm

1. No student shall possess, handle or transmit any firearm or destructive device on school property.
2. The following devices are considered to be a firearm under this rule:
    a. any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
    b. the frame or receiver of any weapon described above
    c. any firearm muffler or firearm silencer
    d. any destructive device which is an explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any similar device any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter -
    e. any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled
    f. an antique firearm a rifle or a shotgun which the owner intends to use solely for sporting, recreational, or cultural purposes

3. For the purposes of this rule, a destructive device is
    a. an explosive, incendiary, or overpressure device that is configured as a bomb, a grenade, a rocket with a propellant charge or more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, a Molotov cocktail or a device that is substantially similar to an item described above,
    b. a type of weapon that may be readily converted to expel a projectile by the action of an explosive or other propellant through a barrel that has a bore diameter of more than one-half inch, or
    c. a combination of parts designed or intended for use in the conversation of a device into a destructive device. A destructive device is NOT a device that although originally designed for use as a weapon, is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device.

    d. The penalty for possession of a firearm or a destructive device: suspension up to 10 days and expulsion from school for at least one calendar year with the return of the student to be at the beginning of the first semester after the one year period. The length of the expulsion may be reduced by the superintendent if the circumstances warrant such reduction.

4. The superintendent shall immediately notify the appropriate law enforcement agency when a student is expelled under this rule.

D. Possessing a Deadly Weapon

1. No student shall possess, handle or transmit any deadly weapon on school property.
2. The following devices are considered to be deadly weapons as defined in I.C. 35-41-1-8:
    a. a weapon, taser or 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.
    b. an animal readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime.
3. The penalty for possession of a deadly weapon: up to 10 days suspension and expulsion from school for a period of up to one calendar year.
4. The superintendent shall immediately notify the appropriate law enforcement agency when a student is expelled under this rule.

E. Unlawful Activity

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria that takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

F. Legal Settlement

A student may be expelled if it is determined that the student's legal settlement is not in the attendance area of the school where the student is enrolled.

G. Cellular Phones and Personal Communication Devices (Board Policy 5136)

"Personal communication devices (PCDs)" are defined as any portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties,including computers, laptops, tablets, ereaders, cellular or mobile telephones, smartphones, smartwatches (portable, wearable computer that resembles a wristwatch), smart glasses (eyewear equipped with computer technology), gaming devices, and/or other web-enabled devices of any type.
PCD Use Prohibited During School Day Students are prohibited from using a PCD while present on School Corporation property during the school day unless an exception applies.

Exceptions Exceptions to the prohibition against the use of PCDs on school property during the school day are limited to the following:

A. a student may use a PCD as directed by a teacher for educational purposes during the school day ( ) on a Corporation-supplied PCD

B. a student may use a PCD if its use is necessary for the management of the student's documented medical condition pursuant to an order provided by a licensed health care provider;

C. a student may use a PCD if the use of a PCD is included in the student's individualized education program (IEP) or Section 504 plan;

D. a student may use a PCD if authorized by the Superintendent or the Superintendent's designee at the appropriate time during an emergency, as determined by the Superintendent or the Superintendent's designee; or

E. a student may use a PCD if necessary for language translation to ensure access for English language learners, using school-supplied PCDs or applications where available

Devices Stored During the School Day

Students may bring PCDs to school. However, unless an exception applies, during the school day all PCDs shall be powered off and stored. Students shall not access their PCDs during the school day unless an exception applies. Students shall not use PCDs on a Corporation bus or other Corporation vehicle during the school day. Students shall follow all instructions regarding proper storage. Students are responsible for ensuring that their PCDs are powered off and stored appropriately. The Corporation is not responsible for any lost, damaged, or stolen PCDs that have been brought to school. When the school day concludes, or when a student leaves the school premises for the day if prior to the conclusion of the school day, the student may retrieve their PCD from storage.

Use of a PCD on Corporation property, including a Corporation bus or other Corporation vehicle, that results in a distraction, disruption or otherwise interferes with the educational environment or that creates an unsafe environment shall not be tolerated and may result in the loss of the use of the PCD while on Corporation property.

Restrictions on PCD Possession and Use Only school sanctioned personal communication devices may be brought to school and used by students, subject to the parameters set forth above. 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 or in the circumstance where the student needs privacy to manage their health care, in which case the student should find a location where no other students are present. 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 shall have their PCD confiscated and held until the end of the school day, a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present . 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 a 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 is a privilege that may be forfeited by any student who fails to abide by the terms of this policy or otherwise abuses this privilege.

Enforcement

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal also shall refer the matter to local law enforcement or DCS if the violation involves an illegal activity (e.g., child pornography, sexting) or child abuse. Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian unless the violation involves a potentially unlawful activity, in which case the PCD may be turned over to local law enforcement. A confiscated device will be marked in a removable manner with the student's name and kept in a designated area in the teacher's classroom until the end of class or held in a secure location in the building's office until it is retrieved by the parent/guardian or turned over to local law enforcement. School officials will not search or otherwise tamper with PCDs in Corporation custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis. A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal, facility administrator, or Superintendent.

Student Responsibility for Personal PCDs

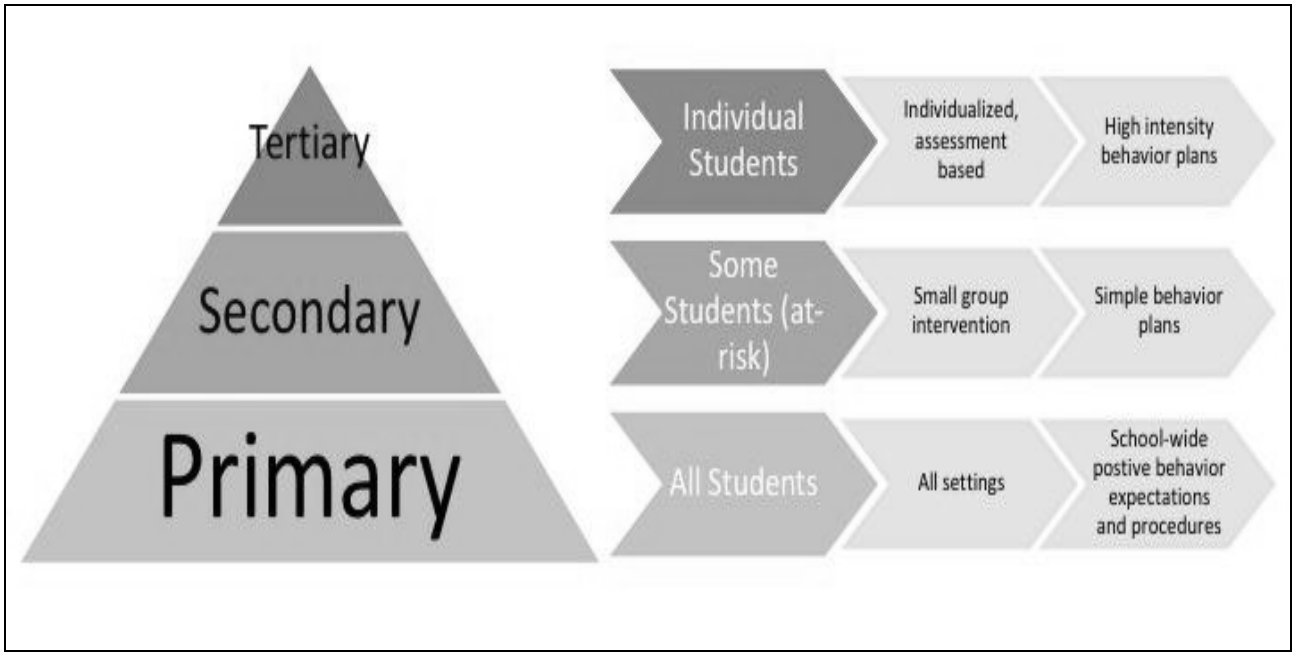
Students are personally and solely responsible for the care and security of their PCDs. The Corporation, Board, administrators, teachers, and agents assume no responsibility for damage to or theft, loss, misuse, or unauthorized use of PCDs brought onto Corporation property.

Positive Behavior Interventions & Supports Overview

PBIS Overview:

Positive Behavioral Interventions and Support (PBIS) is an evidence-based framework for developing positive behavior in schools. PBIS is used nationwide to create a positive school climate for learning. “Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students. Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement. ” (“Guiding Principles: A Resource Guide for Improving School Climate and Discipline.” U.S. Department of Education, Jan. 2014.)

PBIS does NOT utilize the principles of a zero-tolerance policy. PBIS supports the academic, social, emotional, and behavioral success of ALL students. PBIS procedures and policies are based on progressive levels of consequences. PBIS is a proactive approach to problem behaviors that utilizes the reteach, redirect, and model approach to instill a culture of positive behavior. “Students are explicitly taught how to function in a learning environment with the goal of transferring these skills to life circumstances.” (“Fort Wayne Community Schools Code of Conduct.” Fort Wayne Community Schools, July 2018.) By improving the school environment, we hope to increase learning time and promote academic and social success for every student (“Roosevelt Elementary Family SWPBIS Handbook.” Roosevelt Community Schools, July 2017.)



PBIS System & It's Progressive Levels of Corrective Responses:
PBIS operates on a 3-tiered system for addressing student behavior.

Tier 1 *is where base level instruction on behavior expectations are taught to all students.* Tier 1 is where universal supports for all students will be the focus. This base level of instruction to support all students will include explicitly teaching school-wide expectations (please see *Expectations Boot Camp* below) as well as implementing a monthly character education curriculum. CES will explicitly teach and discuss various major character traits to instill in our students in monthly units. Each CES classroom will have a daily (Monday-Thursday) Morning Meeting in which character traits and expectations will be discussed and developed. These character trait units will be tied to the Indiana Department of Education's K-5 Employability Skills and Social Emotional Learning. (These employability skills will now be an evaluated component of the CES progress reports.) If Tier 1 supports are not meeting the students' behavioral needs and need more personalized supports, they will enter into Tier 2.

Tier 2 *is targeted group support for students who need just a little more individualized support to help foster and maintain positive school expectations.* Students could be moved to this tier based on data collected from Class DOJO (see below), Harmony, and/or teacher input during PBIS committee meetings. If Tier 2 supports are still not meeting the students' behavioral needs, the student could move up to Tier 3.

Tier 3 *is where individual support will be given to students who need a personalized behavior plan.* Students in this tier will have individualized rewards and consequences for their behavior. Placement in this tier will be based on data collected from supports given in Tier 2, ClassDOJO, Harmony, and/or teacher input during PBIS committee meetings.

How we will track:
For PBIS to be effective, movement within the tiers must be data driven. This means that as a school, we need to be tracking positive and negative behaviors in the same way, to ensure consistency. For this reason, all K-5 classrooms will be utilizing the classroom management system, ClassDOJO. DOJO is a digital classroom management tool that can help teachers improve student behavior by tracking it digitally and in real time. DOJO allows teachers to choose skills and values that promote a positive culture within our school by adapting to the PBIS mindset. DOJO provides a simple way for teachers and students to build a positive classroom culture together. DOJO also has a parent communication component that can be utilized for instant teacher to parent communication about classroom behavior.

Understanding the differences between minor and major infractions as well as the potential consequences for each, is vital in our endeavor to become a PBIS based school. Please see the *CES School-Wide Discipline Flow Chart*, on the following page, for how we will distinguish and handle minor and major behavior infractions with our new PBIS mindset.

How We Will Handle Acknowledgments:
One of the cornerstones of the PBIS framework is rewarding positive behaviors rather than focusing solely on consequences for negative ones. To ensure we meet this cornerstone, we will implement the following school-wide acknowledgements:

- ***Positive Point Leaderboard competition between classrooms***
  Using the data tracked on ClassDOJO, the PBIS committee will create a leader board that will display the percentage of positive points earned in an individual classroom. These points will be displayed in a pie graph that will be displayed in the cafeteria for the whole school to see. The classroom with the highest monthly positive point percentage will win and receive the traveling DOJO trophy.
- ***Student of the Month***
  CES already acknowledges a Student of the Month for each classroom and we will continue to do so. We will now make it more meaningful and tie the award to the character traits we will teach in our monthly units. For example, if the character trait unit is

Trustworthiness, teachers will select a student in their class that exemplifies this trait. Teachers will write on the certificate *why* that student earned the Student of the Month.

- ***TV Shout Outs***
  Utilizing the morning announcements, the PBIS committee will give weekly shout outs to students who have been seen displaying positive school behavior and etiquette. Or students who have made personal progress in one area or another.
- ***Quarterly Incentive Parties***
  The Student Pride committee will organize quarterly incentives based on a pre-established DOJO point threshold. The point thresholds will be determined by the PBIS and Student Pride committee by the beginning of the year. Each quarter will have a different DOJO point total that will increase as the year progresses. (i.e. 1st quarter goal = 50 accumulated DOJO points, 2nd quarter = 100 accumulated DOJO points, etc.)
- ***Grade Level Acknowledgments***
  In addition to school-wide acknowledgments, there may be incentives given at each individual grade level. These incentives will be determined by the grade level staff. These grade level acknowledgments can include (but are not limited to): brag tags, classroom point leaderboards, line leader, classroom assistant for the day/week, earning Fun Friday time, extra recess, etc.

Cavalier Way School-Wide Expectations:

CES Positive Behavior Expectations Boot Camp:
During the first 2 days of the school year, all CES students will partake in *Expectations Boot Camp.* During this "boot camp" we will go over all the CES expectations outlined below. Each class will rotate and visit designated areas of the school where appropriate and inappropriate behaviors will be explicitly modeled.

- CES will utilize a school-wide leveled system to establish clear voice level expectations to be used throughout the school day, in all locations.

Student & Parent/Guardian Responsibilities:
Students have the responsibility to follow the 3 B's: (please refer to *Cavalier Way Expectations* below)

1. *Be Respectful*
2. *Be Responsible*
3. *Be Safe*

Parents have the responsibility to follow the 3 B's:

1. *Be Informed & Involved:*
   a. Stay informed of school policies that concern your child(ren).
   b. Utilizing all forms of communication available between school and home (Harmony, Classroom DOJO, Facebook and Twitter)

2. *Be Responsible:*
   a. Support the academic, social, emotional, and behavioral success of their student
   b. Make sure your child attends school regularly and on time
   c. Support CES by being a role model for your child by talking with your child about school and expected behavior.
   d. Read and become familiar with the student handbook
   e. Give updated contact information to the school REGULARLY

3. *Be Respectful:*
   a. Be respectful and courteous to staff, other parents, guardians, and students while on school grounds.
   b. Tell school officials about any concerns or complaints in a respectful and timely manner.
   c. Follow appropriate channels of communication when addressing school concerns.
   d. Access school personnel utilizing proper procedures:
      i. Check in through the front office
      ii. Make an appointment with proper personnel prior to coming in to school
      iii. Contact personnel during appropriate office hours (phone, email, DOJO).

*** Please allow for a 12-24 hour response time. If it's an emergency, please contact the office. ***

School-Wide Cavalier Way Expectations

School-wide expectations posters and matrixes will be displayed throughout the school. The posters will display the designated area's expectations (including all classrooms).

	Be Respectful	Be Responsible	Be Safe
Arrival & Dismissal	• Obey safety teachers and aides • Listen to and follow all adult directions. • **Voice Volume = 0-1**	• Be on Time • Line up quickly when bell rings • Arrive at your destination promptly	• Walk nicely • Use crosswalks and sidewalks • Stay in supervised areas
Office & Nurse	• **Voice Volume = 0-2.** • Be polite and positive w/adults/ peers. • Listen to and follow adult directions. • Waiting quietly until staff members are finished talking to interrupt. • Waiting quietly to talk to the nurse.	• Keeping the office clean. • Asking for permission before entering the principal's office.	• Keeping your hands, feet, and objects to yourself.
Hallways	• **Voice volume = 0-1** • Respect learning environments • Listen to and follow adult directions. • Keep hallways clean • Walk with your hands by your sides	• Keep your materials in your lockers or on your hooks • Pay attention to others • Line up on your lines • Be aware of your surroundings	• Walk nicely • Walk on the right of the hallway/ stairs • Walk on the stairs 1 step at a time • Keep hands, feet, objects to yourself
Bathroom	• **Voice volume = 0 - 1** • Give others/yourself privacy	• Flush the toilet • Think 2 or Less Rule: *2 pumps of soap *2 paper towels *2 points in the trash *2 min. or less • Report problems to staff	• Do your business • Wash your hands & exit nicely.
Lunchroom	• **Voice volume = 0, 1, 2** • Clean up the table and floor around you • Listen to and follow all adult directions. • *Breakfast:* Hang up coats and backpacks nicely on the hooks. • *Lunch:* Put lunch in grade level bin.	• Use good table manners • Eat what you brought or ordered • Empty your tray into the trash • Move away from conflict or distractions	• Stay to the right in the lunch line • Stay to the left while in the cafeteria • Keep your hands, feet, and objects to yourself
Play-ground	• **Voice volume = 0, 1, 2, 3** • Listen to and follow all adult directions. • Follow playground expectations • Play well with others ☐ Take turns ☐ Play by the game rules ☐ Include everyone ☐ Use good sportsmanship	• Dress for the weather • Report incidents to supervisors • Line up quickly when bell rings • Return equipment to the bin	• Play safely • Follow the recess expectations • Keep hands, feet, objects to yourself • Ask if you need to use the restroom
Indoor Recess	• **Voice volume = 0, 1, 2** • Listen to and follow all adult directions. • Follow classroom expectations • Play well with others ☐ Take turns ☐ Play by the game rules ☐ Include everyone ☐ Use good sportsmanship	• Clean up after yourself • Return items to their proper place.	• Play safely • Follow the recess expectations • Keep hands, feet, objects to yourself • Ask if you need to use the restroom
Convocation/ Assembly	• **Voice volume = 0** • Listen, and participate with respect • Listen to and follow all adult directions. • Show appreciation	• Be a good listener • Respect other's personal space • Follow adult directions • Remain in assigned area	• Stay in your seat • Keep hands, feet, objects to yourself
Bus/Field Trips	• **Voice volume = 0, 1, 2** • Follow the bus driver's directions • Listen to and follow all adult directions. • Use respectful language at all times. • Do not distract driver while bus is in route.	• Keep materials in your backpack • Respect other's personal space • Notify bus driver or chaperone(s) of problems	• Stay in your seat for the entire trip. • Keep your feet on the floor. • Keep hands, feet, objects to yourself and inside the bus. • No throwing objects. • Follow field trip guidelines.
Classroom	**Classroom expectations will be based on the 3 B's and will be created by individual teachers and their students the first day of school.**		

How Parents and Families Can Support the Schoolwide Positive Behavior Support Plan

Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We understand that your home environment may have different expectations, but in order to support your child's success in school, we ask that you support our school's expectations in the following ways:

1. Please spend time reviewing the Cavalier Way Expectations with your child.
2. Please remind your child of the 3 B's (Be Respectful, Be Responsible, and Be Safe) each day before he/she leaves for school.
3. Our system is consistent and predictable so if your child has earned a major or minor please support the decision and do all you can to have your child take responsibility for his/her actions. Your child will be told the reason for the major or minor and he/she should be able to tell you what occurred.
4. When your child gets home from school to talk with them about their day and ask if their behavior was acknowledged with a DOJO point or another form of acknowledgment. Please offer your child extra praise and reinforcement for these positive behaviors.
5. If your child did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors. Or you can discuss the character trait of the month and how your child could make choices to better reflect the school's positive culture.
6. You might even try to use the same language at home. You might even add a column to the matrix defining expected behavior at home. :)
7. Remember tomorrow is a new day for a fresh start!!!

PBIS Resources

- https://www.pbis.org/family
- https://www.classdojo.com/about/
- https://www.doe.in.gov/wf-stem/employability-skills

Procedural Guidelines for Discipline of Students with Disabilities/Impairments
CES Special Education Procedures for Discipline and Behavior

State law defines suspension "as a unilateral, temporary removal" of a student from that student's current placement. Suspension for part of a day constitutes a full day suspension.
If bus transportation is part of the student's IEP as a *related service*, a suspension from the bus is considered an out of school suspension UNLESS the school provides alternative transportation for the student.
A short term removal of a student pursuant to the student's IEP (e.g. at home isolation) is not considered a suspension/removal. However, if the use of at home isolation is being used regularly, the Case Conference Committee should reconvene to make adjustments to behavioral strategies in the IEP.
A total of 10 cumulative days is the total number of days that a student with a disability can be suspended and not receive educational services.
Departmental and corporation guidelines do not allow out of school suspensions beyond 10 days per school year.
Once a student reaches the 10 day limit, the school must:

- Provide services that enable the student to progress appropriately in the general education curriculum;
- Provide services that enable the student to advance toward achieving the goals set out in the student's IEP; and
- Add a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) to the student's IEP.
    - If the student has a BIP, the case conference committee must review the plan and make any necessary modifications.

In-School Suspension
In-school suspensions count toward the 10 cumulative instructional days of suspension UNLESS the student is given the opportunity to:

- Participate appropriately in the general education curriculum; and
- Receive special education services as specified in the student's IEP; and
- Participate with students without disabilities to the extent the student would have in his/her current placement.

Things to consider:

- In-school suspensions or "alternative programming" that may meet the above criteria must not occur frequently or excessively because this constitutes a change of placement.
- **Frequent and excessive departures from the services outlined in a student's IEP are a denial of a Free and Appropriate Public Education (FAPE).**
- **Frequent and numerous suspensions are strong indicators of a need to convene a case conference to revise the IEP.**

School Administrators must keep the student's Teacher of Record(TOR) informed of the number of ISS days, and the nature of the incidents.

Home Isolation
At home isolation may be written into the IEP's Behavioral Intervention Plan (BIP) as a reaction strategy for students who present behavior that is dangerous to the student or others. It is a removal for the remainder of 1 day ONLY and is an administrator directed consequence. ***All instances of at home isolation must be documented*** in Harmony.
At home isolation allows a cooling off period outside of the school setting and prevents the student from missing a full day of instruction.
The specific reason for the at home isolation must be documented in the BIP. Repeated use of at home isolation may constitute a change of placement; therefore a case conference should be convened to review placement and services if it is being used regularly.

Disciplinary Change of Placement
A change in placement occurs when a student is suspended for more than 10 cumulative instructional days and a series of additional suspensions "constitutes a pattern" due to the length of each suspension, the cumulative time of the suspensions, and the proximity of the periods of suspension.
School personnel to consider such factors as:

- A student's disciplinary history
- Ability to understand consequences
- Supports provided to the student prior to the code of conduct violation

- Other relevant considerations

These factors may constitute "unique circumstances" when determining whether a disciplinary change of placement is appropriate.

It is departmental guidelines that any student with a disability who is suspended 10 cumulative days per school year is considered to have had a change in placement. A *Manifestation Determination Conference* (MDC) is required for these students.

A Multiple Suspension MDC must be held on any student with a disability within 10 school days of the tenth (10th) cumulative day of suspension during a school year. **Suspensions out-of-school in excess of 10 days without the provision of special education services is a violation of federal and state law. The Indiana Department of Education and the U.S. Office of Civil Rights monitor these violations closely.**

- To schedule the Multiple Suspension MDC, the administrator must do the following:
  - Contact the district support team leader to schedule the Multiple Suspension MDC.
  - Notify the parent of the Multiple Suspension MDC, confirming that the date and time scheduled works for the parent.
    - The TOR needs time to review the current IEP/BIP for any potential changes and/or updates.
- The MDC committee reviews evaluation/diagnostic results, observations of the student, the student's current IEP, behavioral records, and other pertinent data. The committee determines whether the following standards have been met:
  - The conduct in question (multiple suspension) was caused by; or had a ***direct*** and substantial relationship to the student's disability

    or
  - The conduct in question (suspension) was the ***direct*** result of the failure to implement the student's IEP.

If either of the two standards above is met, the conduct in question (behaviors that have resulted in suspension) must be considered related to the student's disability. If it was determined that the conduct in question was the direct result of the failure of the school to implement the student's IEP, immediate action must be taken to correct the deficiencies.

Regardless of whether there is a relationship or not, the case conference committee will need to review and revise if needed, the IEP, Functional Behavioral Assessment (FBA), and Behavioral Intervention Plan (BIP) immediately following the MDC.

Expulsion

Federal and state law defines longer term removals (expulsion) as a change of placement. Culver Community School Corporation policy considers the recommendation for expulsion as a longer term removal for more **serious** violations of the school code of conduct.

Students receiving special education services are subject to expulsion from school. However, before proceeding with the expulsion process, a Manifestation Determination Conference (MDC) must be held. This MDC must occur within 10 instructional days of the decision to recommend expulsion. At the MDC, the committee will determine whether the student's behavior subject to the disciplinary action is a manifestation of the student's disability.

If expulsion is being recommended, the school administrator must follow these steps in arranging a Manifestation Determination Conference (MDC):

1. Notify the parent *on the date of the incident (no later than 5 days after the incident)* and provide the parent with a copy of the Procedural Safeguards.
2. Contact Special Education Services to schedule a mutually agreeable time between parents, school staff, and special education administrator for the Manifestation Determination Conference. Inform the parent(s) of the date/time of the MDC.
3. Notify the TOR of the MDC so the TOR can send the Notice of Case Conference to the parent.
4. Document all efforts to contact the parent/guardian by phone, mail, etc.
5. Submit the letter to the Superintendent and the Recommendation for Student Expulsion form (see Student Services Department Handbook) on the X-drive within 5 days of the infraction.

The requirements for MDC participants are the same as required for other case conferences. In general, the following people attend an MDC:

- Parent/guardian
- School Administrator or Designee
- Student's General Education Teacher
- Student's Teacher of Record
- Special Education Administrator
- Student (if age 14 or older)

The MDC committee reviews evaluation/diagnostic results, observations of the student, the student's current IEP, behavioral records, and other pertinent data. The committee then determines whether the following standards have been met:

- The conduct in question (violation) was caused by; or had a ***direct*** and substantial relationship to the student's disability

  or
- The conduct in question (violation) was the ***direct*** result of the failure to implement the student's IEP.
- If the MDC Committee determined that the student's behavior was the direct result of the school failing to implement the student's IEP, the school must correct the deficiencies *immediately*.

If either of the two standards above is met, the conduct in question (violation) must be considered a manifestation of the student's disability.

A copy of the written report of the MDC conference is given to the parent, school administrator, teacher of record and a copy placed in the cumulative file.

Alternative Education

Alternative Education at the middle high school designed for students recommended for expulsion due to drugs, weapons, or serious bodily injury. If an alternative education placement is recommended by the case conference, the committee must reconvene to review placement within 45 instructional days. Placement through the legal system or Mental Health facility is also considered an interim alternative educational setting. Educational services are provided via classwork. *If a parent requests mediation and/or a hearing to challenge the decisions or the recommendations of the Manifestation Determination Conference, the student must remain in the current placement unless the parent and school agree otherwise; **or** unless the misconduct involved drugs, weapons, or serious bodily injury.*

Little Cavs Preschool Guidance and Discipline
This information is PRESCHOOL specific.

Educational Philosophy Statement
The educational philosophy at the Culver Community Preschool is child centered, functionally academic and developmentally based. It is based on the knowledge that young children learn through their direct interactions with their environment and the people within it.

While children do go through specific stages of development, each child grows and learns at a pace that is individually specific. Age is not necessarily an accurate indicator of development.

Preschool children are in the "Preoperational" stage, where they have characteristics which include egocentricity, concrete thinking and the explosion of language. The preoperational stage lasts until approximately age eight.

Children in the preoperational stage learn best through their own initiated activities rather than by direct instruction by an adult. Extensive research shows that young children learn through their play and through their active exploration of their environment. They construct their knowledge through the manipulation of concrete materials and the stimulation of their five senses. Children gain ownership of their learning in a child centered environment through their choices. Our classrooms are arranged into learning centers to encourage the children to make choices. These centers include but are not limited to art, science, writing, books, woodworking, sand and water, dramatic play, manipulatives, music, blocks and the outdoor learning environment.

The teacher's role in a child centered learning environment is that of a collaborative learner and a facilitator and extender of the children's learning. The primary role of the teacher is to arrange the learning environment to encourage choices and to allow the children to work independently. In addition, the teacher interacts with the children while encouraging problem solving and language experiences through the use of open ended language and questions. The teacher also spends a great deal of time observing the children during their play and can then plan activities that extend the interests of the children. Such planning is flexible and short term to meet the needs of the learning group.

The development of literacy is encouraged through an approach where the children experience the various aspects of language through all sign systems such as music, science, math, art, drama, dance, reading and writing. We encourage and accept the child's best attempt at reading and writing. In this way we encourage the children to take risks in their learning knowing that their work will be accepted and valued.

Goals and Objectives
Each child at the Culver Preschool is viewed as an individual. To that end, we have the following goals and objectives that guide the development of curriculum and assessment for the children enrolled at the Center.

1. To encourage and foster the development of positive self-esteem and self-concept.
2. To promote the development of each child into self-confident, risk-taking learners for life.
3. To promote the development of positive social skills.
4. To promote the development of fine and gross motor skills.
5. To promote the development of cognitive and creative skills in the areas of literacy, math, science, music, art and language development.
6. To promote the development of independence, self-reliance and self-discipline.
7. To promote the development of positive communication skills.
8. To promote the development of sound health and nutrition.
9. To promote the appreciation of diversity in the community.
10. To encourage each child to be a positive member of the community.

The Preschool Teachers and Staff and Classrooms
Each classroom has a full time teacher and a full time assistant. Each of the teachers and assistants are considered highly qualified and have at least a Bachelor's Degree in Early Childhood Education and/or a related field, such as special education.

Each classroom maintains the following Adult-to-Child Ratios: 2:20

> *During times of absences, all efforts will be made to maintain the higher than required ratio. There may be times, however, when the minimum requirement is followed temporarily. To ensure that each child is provided with opportunities for meaningful relationships, learning activities, supervision and their needs are fully met, each classroom's full time teachers and assistants have primary responsibility for the children in the group and their care.

Your Child's Day
As stated in our Philosophy of Education, we structure the day in a way that allows the children the opportunity to initiate activities related to their interests. Each classroom has a daily schedule posted, as well as curriculum plans that the teachers design according to their observations of the children and children's interests.

7:45 - 8:00	Arrival
8:00- 11:55	Breakfast/Recess/Developmental Academics
12:15 - 12:45	Lunch
12:45 - 2:45	Quiet Time/Recess
2:45 - 2:50	Dismissal

What to Bring
Your child should attend each day dressed to play. A wide variety of activities take place every day. We recommend clothes that allow for freedom of movement and full participation in messy activities. All your child's belongings should be labeled if brought to the center. Please provide the following for your child while at the center:

- At least one seasonal change of clothes
- We recommend safe footwear for children at all times
- Disposable diapers in unopened packages. Teachers will inform you when your child's supply is low. (If necessary)
- In the early stages of toilet learning, plenty of extra underwear!
- Comfort toy (stuffed animal, blanket) for resting and making the transition to school easier 60
- Boots mittens, hat, warm coat and snow pants or snowsuit during cold weather. Scarves present a choking hazard and are not recommended for young children.

What to Leave at Home
We ask that you leave candy, money, food, gum, electronic games, and toys (other than a soft friend for rest time) at home or in the car.

Discipline Policy
The health, safety, and emotional well-being of children at Culver Community School are our highest priorities. We view discipline as any other skill that must be developed, and we strive to help children learn and play, settle disputes, and interact with others peacefully and non-aggressively.

Discipline at Culver Community Preschool is developed with the support and encouragement of positive behavior through a planned environment that provides a variety of activities from which children may choose, and includes smiles, and pleasant attention for appropriate behavior and positively stated alternatives when a conflict situation occurs. We regularly review the classroom rules with the children, encourage appropriate behaviors, model conflict resolution skills, and stay alert to situations in the room.

When inappropriate behavior occurs, it is dealt with immediately. Teachers individualize responses to the children's behavior, in relation to the particular child and the situation. They work to identify the cause of the inappropriate behavior and recognize that repeated challenging behavior may be the child's way of signaling that he/she needs help in dealing with a certain task or situation. Teachers can then modify the learning environment and/or activities to help resolve the situation.

When the teacher sees a conflict situation arising, he/she works to identify causes, and then responds by stating an alternative for the child. For example, "You can put the block here," instead of "Don't throw the block on the floor." If the inappropriate behavior continues, the teacher tells the child the rule, and the consequences of the behavior if it continues. For example, "Throwing blocks may hurt someone. If you throw blocks, you will need to make another choice." The teacher is careful to emphasize that it is the behavior that is unacceptable, not the child.

Physical punishment such as shaking, hitting, biting, spanking, excessive force or otherwise hurting a child is prohibited at CCSC as well as psychological abuse, coercion, intimidation or humiliation. Teachers do not use threats or derogatory remarks and do not withhold nor threaten to withhold food or outdoor time as a form of discipline.

When a child is being destructive to materials or harmful to another person, that child is redirected to a choice made by the teacher. In extreme situations, a child may need to be separated from the group to an individual activity to help her/him gain control. This should not be viewed as a "time out."

Teachers observe and record challenging behaviors to identify events, activities, interactions, and other contextual factors that predict challenging behaviors and may result in challenging behaviors in individual children or groups.
If a child displays persistent, serious, challenging behavior, teachers, family members and other professionals work as a team to develop and implement strategies to support the child's inclusion and success as well as those of the others in the classroom. Challenging behavior that warrants contacting the parents/legal guardians will be documented in writing, with a copy given to the family and one kept in the child's file.

When at the Preschool, we ask that you follow the discipline policy with your child. We ask that parents, relatives, and family friends participate within the program in formal and non-formal situations (visiting for lunch, assisting on field trips, during drop-off/pick-up times, etc.). Occasionally, an adult may observe children involved in a conflict or questionable behavior. In these instances, we ask that parents, relatives, and/or family friends utilize positive redirection methods modeled by the teachers ("when you swing a shovel, it may hit someone. Show me how you can use it to dig."). If this is ineffective, the individual should talk with a teacher or staff person in the office so the behavior can be addressed in a manner that follows the Preschool discipline policy. If while observing a conflict or questionable behavior you feel your child is at risk, we recommend that you remove your child from the situation and immediately inform a teacher.

If a child exhibits a challenging behavior on a continual basis that is not resolved through appropriate behavior management strategies, the teacher and/or principal will begin *Steps for Addressing Challenging Behaviors* including meeting with the family, increasing communication with the family and written documentation of incidents. Further assistance and /or evaluation, may be requested with parental consent.

Steps for Addressing Challenging Behaviors
1. The behaviors of children shall be addressed by classroom staff as outlined by the discipline policy of the Culver Community Schools Preschool. This could include positive reinforcement for appropriate behavior, redirection, reminders of classroom rules, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to gain control. Classroom staff shall observe all children and document these observations to help ascertain any patterns or precipitating factors of the challenging behavior. At no time shall staff use shaming, the withholding of food, or physical punishment of any kind.
2. When a child exhibits a challenging behavior on a continual basis that is not resolved through appropriate behavior management strategies, the classroom staff will meet with the principal to document the problem behavior and ask for further guidance.
3. If the challenging behavior is still not resolved, the school staff shall request a meeting with the child's parent(s), to discuss the behavior. The teacher(s) and parent(s) will collaborate on the development of strategies to resolve the behavior. During this process, the classroom staff will

keep the principal and child's parent(s) informed of progress in resolving the challenging behavior. Classroom staff will provide information to the parent(s) in written form with copies kept in the child's file. If a child's behavior results in an injury to another child or staff member, the child's parents will be notified as soon as possible and written documentation of the incident will be provided to the parent(s) and placed in the child's file.
4. If the staff feels that the problem may be a result of a special need, the program may, with parental permission, refer the child for evaluation. If the parental permission is refused and the behavior continues, the continued enrollment of the child will be reconsidered in accordance with the provisions of paragraph 6 below.
5. If the results of an evaluation suggest the need for accommodations for special needs, the program will provide these or other appropriate accommodations as long as they are not an undue hardship on the program as outlined in the Americans with Disabilities Act (ADA).
6. Written documentation of all of the above steps will be provided to the parent(s) and placed in the child's file.

Working Collaboratively with Families of Children with Individual Education Plans (IEPs)
Culver Schools welcome all children to be a part of the Culver community. Children may enroll who have pre-determined disabilities or special learning needs. Additionally, it may be determined that a child has disabilities or special learning needs while in our care. It is our goal to be collaborative team members with families and other service providers such as therapists and teachers of record.

- When children enroll with IFSPs or IEPs, one of the child's teachers will be determined to be the primary teacher for communication and follow-through on the child's goals and objectives. The other full time teacher will still be very much involved in the child's care and education.
- Upon enrollment, the teachers meet with family members and therapists to discuss the goals and objectives for the child and design plans within our philosophy and practice of how the classroom environment can best support the child. Therapy may occur within the classroom so that it is happening within the child's natural context and so the teachers develop skills to best support the child. However, we understand that there are times and instances when it is best for a child and therapist to pull out of the classroom (direct one-on-one skill development or assessment).
- Because much of the support that a child receives occurs within the classroom by the teachers, it is important for the teacher to be an integral part of the planning for the child. Both teachers will plan to attend all move-in conferences, case conference meetings, and team meetings (for IEPs and IFSPs when applicable). The teachers are available for meetings and conferences by appointment.
- The service team for the child, including family members, teachers, and therapists will review progress on goals regularly so that if necessary adjustments can be made.
- When an enrolled child is experiencing challenges that indicate a potential disability or special learning need that has not previously been identified, we will do the following:
    - Communicate concerns and explanation for those concerns as they arise
    - Readily share information, observations & documentation
    - Listen to your input, observations, & concerns
    - Provide suggestions for "next steps"
    - Provide resources for further assessment
    - Do so in a manner that is sensitive, supportive and confidential.

Payment Policies
Tuition for the 2025-26 School Year are as follows:

Registration Fee:
ALL Preschool Students (Non-refundable): $75.00

Weekly Rate: Monday through Friday, 8:00am-3:00pm (Full Day)
Students receiving Regular Education Services: $75.00
Students receiving Special Ed.-Speech/Language Services Only: $65.00
Students receiving all-inclusive Special Education Services: $55.00

Weekly Rate: Monday through Friday- 8:00am-10:30am (Half Day)
Students receiving all-inclusive Special Education Services: FREE
All other students ($65.00 or $75.00 as stated above)

Half Days are Not Applicable for below students. All changes in the weekly schedule must be approved by the building principal.
Students receiving Regular Education Services: $75.00
($$ stays the same to hold their spot in the preschool)
Students receiving Special Ed.-Speech/Language Services Only: $65.00
($$ stays the same to hold their spot in the preschool)

Partial Weeks: (3 days or less) Including: Thanksgiving Break, eLearning days and weeks with extended weekends are not discounted- **Full Rates Apply**.

Holiday Weeks: including Fall Break (5 full days), Christmas Break (2 weeks), and Spring Break (1 week) are weeks that are discounted**- No Charge.**

1. Families pay a registration fee of $75 for **each child**. These fees are non-refundable, even if the child does not enroll in the program.
2. The weekly tuition rate **does not** include meals. Breakfast and lunch can be purchased at the student rate from food services.
3. The weekly fee is charged regardless of illness, absence, holidays or personal vacations.
4. Holiday weeks including Fall break (5 full days), Christmas Break (2 full weeks) and Spring Break (1 full week) are discounted-no charge

5. If you are behind in tuition and your child boards the bus and comes to school, you will be called to come and pay your past due amount owed or pick up your child.
6. Weekly fees must be paid a week **IN ADVANCE**- weekly, bi-weekly, or monthly by cash or personal check. Statements are distributed to families at the beginning of the month and at the end of the month for any accounts with amounts still due.
7. Receipts are given upon receiving payment. Overdue balances must be corrected at the end of each month. A Late fee of $25 will apply if payment is not received by the end of the month and $10 for each week thereafter until the remaining balance is paid off. If payment difficulties are anticipated, please discuss this with the **Principal** as soon as possible.
8. A $35 fee is charged for checks returned unpaid. If a family has a second check returned, the center may require that all future payments be made by certified check, money order or cash.
9. Families whose children are receiving services from outside entities in the form of payment of fees agree that the family will be responsible for any fees not covered by the outside entity.
10. **All fees are reviewed at the end of each month. If tuition is not paid up to date at the end of each marking period, your student will be dismissed from the program.**
11. All fees must be paid prior to the upcoming year or admittance to program shall be denied.
12. Parents will be notified of tuition increases prior to the next upcoming school year.

Policy and Procedure for Late and/or Outstanding Preschool Fees
Rationale: Parent fees account for almost 100% of the income received by the Culver Community Preschool, making fees the largest part of the program/salaries. Fees that are not paid on time jeopardize the financial well-being of the program as a whole.

Collections
Uncollected outstanding fees will be forwarded to the:

- ***Reimbursement may be sought from the family for legal and collection fees.***
- ***Please see page 21 of this handbook under "Collection and Forgiveness of Debt".***

Enrollment: Families with outstanding fees will not be able to re-enroll their child at Culver Community Preschool until their balance is paid in full.