

# TABLE OF CONTENTS

<b>I. Introduction</b>	i
Welcome	
History	
Mission Statement	
<b>II. School Information</b>	1-2
Block Schedule (1)	
2018-2019 School Calendar (2)	
<b>III. Guidance and Counseling</b>	3-7
Counselor Assignments (3)	
Grade Classification (3)	
Graduation Requirements (3)	
Schedule Changes (3)	
Indiana Core 40 with Academic Honors (3-4)	
The Indiana Core 40 Graduation Requirements (4)	
Indiana Core 40 with Technical Honors (5)	
Indiana General High School Diploma (5-6)	
Grading and Curriculum (6)	
Grade Equivalents and Recommended Grading Scale (6)	
Weighted Courses (6)	
Honor Roll (6)	
Class Ranking (6)	
Progress Reports (6)	
Homeschool Students (6)	
Withdrawal From School (7)	
Higher Education (7)	
Scholarships (7)	
Loan Funds (7)	
<b>IV. School Services</b>	7
Bookstore Hours (7)	
Media Center (7)	
<b>V. Activities and Clubs</b>	7-8
<b>VI. General Information</b>	8-9
Where to Find Help or Solutions (8)	
Lost and Found (8-9)	
Messages (9)	
<b>VII. Living and Working Together</b>	9-12
Locks and Lockers (9)	
Plagiarism and Academic Dishonesty (9)	
Security Cameras (9)	
Book Bags and Coats (9)	
Student Property (9)	
Cell Phones (9-10)	
Electronic Devices That are not Cell Phones (10)	
Tobacco Policy (10)	
Food, Drinks, Chewing Gum (10)	
Care of Classroom (10)	
Dance Regulations (10)	
Posters (11)	
Bus Students (11)	
Automobiles/Bicycles (11)	
Fire/Tornado Drills (11-12)	
Physical Examinations (12)	
Lunch Period (12)	
Extracurricular Organizations (12)	
Extracurricular Activities Dress Guidelines (12)	
Use of School Computers (12)	
Work Permits (12)	
Telephone (12)	
Passes and Classes (12)	
Student Sales (12)	

<b>VIII. Health Services</b>	13-14
Illness or Injury (13)	
Illness During Lunch (13)	
Immunization Requirements (13)	
Vision and Hearing Screening (13)	
Medication (13-14)	
<b>IX. Election to and Holding of Office</b>	14
Conduct of Elections (14)	
Qualifications (14)	
King and Queen Elections (14)	
<b>X. Attendance</b>	14-18
Absence Notification Procedure (14)	
Excused/Prearranged Absences (14-15)	
Doctor's Appointments (15)	
Athletic Participation (15)	
College Visits (15)	
Leaving School Grounds (15)	
Verification of Absences (16)	
Excessive Absences (16)	
Unexcused Absences (16)	
Absences Due to Suspensions Out of School (16)	
Truancy/Excessive Absences (16)	
Habitual Truancy (16-17)	
Make-Up Work (17)	
Tardies (17)	
Attendance Recognition (17)	
<b>XI. Discipline Policy</b>	18-20
Philosophy (18)	
Discipline Rules (18-20)	
<b>XII. Student Dress Policy</b>	21
<b>XIII. RCHS Athletic Program</b>	22-25
Available Sports (22)	
Eastern Indiana Athletic Conference (22)	
Training Regulations (22-23)	
IHSAA Eligibility Rules (23-25)	
Student Insurance (25)	
<b>XIV. Rush County Schools' Message to Parents</b>	27-44
Rush County Schools' Directory (27)	
Equal Education Opportunity (28)	
Emergency Closing of Schools (28)	
Student Busing Regulations – Responsibility of Bus Drivers (28)	
Rules for Students (28)	
Student Safety (28-29)	
Responsibility of Parents (29)	
Dress Policy (29)	
Right to Inspect Certain Instructional Materials (29)	
Student Submission to Surveys, Personal Analysis, or Evaluations of School Curriculum (29-30)	
Motor Vehicles (30-31)	
Guidelines for Pupils (31)	
Classroom Management (31-32)	
School Safety (32)	
Rush County Schools' Discipline Policy (32-38)	
Authority of School Personnel (38)	
Discipline Policy for Students with Disabilities (38-39)	
Harassment/Bullying Policy (40-41)	
Sexual Harassment Policy (40)	
Important Notice to Students and Parents Regarding Cell Phone Content and Display (40)	
Search and Seizure on School Premises or During a School Activity (41-42)	
Notification of Rights Under FERPA for Elementary and Secondary Institutions (42-43)	
Release of Directory Information (43-44)	
Pest Control and Use of Pesticides (44)	
Unauthorized Use of School Property (44)	
Concerns/Complaint Procedure (44)	
School Lunch (44)	

## **BOARD OF EDUCATION**

Michael Beard  
Douglas Marlow  
Tammy Jackson  
Jeff Amos  
Ron Lienemann  
Dr. Steve Sickbert  
Jeff Slaton  
John Worth

## **SCHOOL ADMINISTRATION**

Superintendent .....Matt Vance  
Director of Curriculum and Instruction .....Melissa Leap  
Principal .....Robert Hadley  
Assistant Principal .....Dr. Maria Peek  
Dean of Students .....Mark Mendoza  
Athletic Coordinator .....Melissa Marlow  
Assistant Athletic Coordinator .....Heidi Cox

### **SENIOR CLASS OFFICERS**

President.....Sam Spaeth  
Representative .....Megan Bradley  
Representative .....Lucas Hummel  
Representative .....Jonathan Ordas

### **JUNIOR CLASS OFFICERS**

President.....Whalen Abbott  
Representative .....Micah Diekan  
Representative .....Anderson Frazier  
Representative .....Josiah Hay  
Representative .....Caleb Jessup

### **SOPHOMORE CLASS OFFICERS**

President.....Cora Owens  
Representative .....Cameron Jackman  
Representative .....Sarah Johnson  
Representative .....Olivia Johnson

### **FRESHMAN CLASS OFFICERS**

President.....Araceli Leon  
Representative .....Amity Herrington  
Representative .....Grace Keith  
Representative .....Jensen Smith

### **EXECUTIVE STUDENT COUNCIL 2019**

President.....Hannah Hadley  
Vice President .....Quincy Orr  
Secretary/Treasurer .....Annie Hadley  
Historian.....Casey Wood  
Public Relations .....Carley Cudworth

## **WELCOME**

Rushville Consolidated High School, home of the “Lions,” is a proud school. Many opportunities are available here to develop your interests and abilities if you will apply yourself. We encourage each student to become familiar with the information in this booklet. A school is a community which needs the cooperation of all those involved in order to make the school a pleasant place in which to be. Make your high school years productive. You have the power to determine your successes or failures. Good citizenship and honest endeavor to learn, a cooperative attitude with classmates and teachers, punctuality, and thoroughness are some of the factors necessary for success at RCHS and in life.

## **HISTORY**

Rushville High School was opened in 1849 as a private high school, supported by private funds and controlled by the Presbyterian Church. Teaching was “designed to give instructions in the higher grades of learning.” This learning took place in the basement of the old Presbyterian Church on West First Street.

On September 5, 1853, Rushville High School was opened as a free public school at Third and Julian Streets. Public school in Rushville was canceled during 1856-1859. In 1867, free education was reestablished for the community in a new building on the present Graham School site. Named for the first superintendent, David Graham, this building was erected for \$16,650; it was destroyed by fire in 1906. Classes were held in the Court House, a Christian Church, and a private home until the building was restored in 1907.

On January 27, 1958, high school students moved into a new building on Park Boulevard. This building was built by the Board of School Trustees and the Rushville School Building Corporation for a total cost of \$1,343,388. Rushville High School was consolidated with the other high schools in Rush County beginning with the school year 1968-69 resulting in the new name for the school, Rushville Consolidated High School. A major addition to the building was completed at this time. A new science wing, a media center complex, and a business area added more opportunities for students to learn.

In the summer of 1997, building asbestos removal began in order to make way for major renovation of the original building and the addition of 43,134 square feet of space. Classrooms were modernized, computer labs were added, and hallways were brightened with new lighting and ceilings. A new cafeteria was built, allowing for additional classrooms to be constructed in the former cafeteria area. Construction of a music wing, adjacent to the Laughlin Center for the Performing Arts, provided choir and band students ample space to practice and perform. Technology installations provided school networking, Internet, and computers for both students and faculty. Football facilities were updated on the existing site, a track and field complex was built north of Benjamin Rush Middle School, and a soccer field was added north of Rushville Elementary School. Bridge construction, landscaping, and added parking space rounded out the new look of RCHS as it headed toward the twenty-first century.

Rushville Consolidated High School was granted membership in the North Central Association of Colleges and Secondary Schools in 1909 and has maintained this membership. Our school continues to offer students a high-quality, traditional education. Today’s technological challenges will spur our educational leaders to provide consistent and appropriate learning opportunities for our country’s young people.

## **MISSION STATEMENT**

Rushville Consolidated High School strives for excellence in academics, wellness, technology, and social behavior.



## SCHOOL INFORMATION

The school day will be from 8:10 a.m. to 3:20 p.m. The tardy bell rings at 8:10 a.m.; therefore, students should be in their rooms by 8:05 a.m. each day. The bell rings at the following times:

Warning Bell - 8:05 a.m.

Tardy Bell - 8:10 a.m.

## SCHEDULE

RGHS uses the Block 8 Schedule with four blocks/classes held each day. Schedules will rotate every other day, beginning with a Red Day. Block 8 is Student Resource Time. If an odd number of days are missed, students may return to a White Day and follow the time schedule below. A White Day may be avoided if an alternative schedule can be arranged.

### REGULAR DAILY SCHEDULE

Block 1 (2)	8:10 a.m. - 9:52 a.m. Channel One included	AM WCC – Leave 8:10 a.m.
Block 3 (4)	9:58 a.m. - 11:35 a.m. Rush TV included	PM WCC – Lunch 11:20 a.m.
Block 5 (6)	11:41 a.m. - 1:44 p.m. Lunch A: 11:35 a.m. - 12:08 p.m. Lunch B: 12:11 p.m. - 12:41 p.m. Lunch C: 12:41 p.m. - 1:11 p.m.	AM WCC – Arrive 11:45 a.m. (SRT A: 2:05-2:40) (SRT B: 2:40-3:20)
Block 7 (8 SRT)	1:50 p.m. - 3:20 p.m.	PM WCC – Arrive 3:10 p.m.

### WEDNESDAY DAILY SCHEDULE

Block 1 (2)	8:10 a.m. - 9:42 a.m. Channel One included	AM WCC – Leave 8:10 a.m.
Block 3 (4)	9:48 a.m. - 11:20 a.m. Rush TV @ 11:00 a.m.	
Block 5 (6)	11:26 a.m. - 1:12 p.m. Lunch A: 11:20 a.m. - 11:50 a.m. Lunch B: 11:50 a.m. - 12:20 p.m. Lunch C: 12:20 p.m. - 12:50 p.m.	PM WCC – Lunch 11:30 a.m. AM WCC – Arrive 11:30 a.m. (SRT A: 1:33-2:05) (SRT B: 2:05-2:40)
Block 7 (8 SRT)	1:18 p.m. - 2:40 p.m.	PM WCC – Arrive 3:10 p.m.

### TWO-HOUR DELAY SCHEDULE

Block 1 (2)	10:10 a.m. - 11:22 a.m. Channel One included	NO AM WCC
Block 5 (6)	11:22 a.m. - 1:01 p.m. Lunch A: 11:22 a.m. - 11:55 a.m. Lunch B: 11:58 a.m. - 12:28 p.m. Lunch C: 12:28 p.m. - 1:01 p.m.	PM WCC – Lunch 11:20 a.m. AM WCC – Arrive 11:30 a.m.
Block 3 (4)	1:07 p.m. - 2:14 p.m. Rush TV included	
Block 7 (8 SRT)	2:20 p.m. - 3:20 p.m.	PM WCC – Arrive 3:10 p.m.

### WHITE DAY SCHEDULE

Block 1	8:10 a.m. - 9:01 a.m.	
Block 2	9:07 A.M. - 9:58 a.m.	
Block 3	10:04 a.m. - 10:58 a.m.	RUSH TV 10:50 a.m.
Block 5	11:04 a.m. - 12:29 p.m. Lunch A: 10:58 a.m. - 11:29 a.m. Lunch B: 11:29 a.m. - 11:59 a.m. Lunch C: 11:59 p.m. - 12:29 p.m.	PM WCC – Lunch 10:50 a.m. AM WCC – Arrive 11:30 a.m.
Block 4	12:35 p.m. - 1:26 p.m.	
Block 6	1:31 p.m. - 2:23 p.m.	
Block 7	2:29 p.m. - 3:20 p.m.	

No students are permitted in the building after 3:45 p.m. unless they are under supervision.

## **2019-2020**

### **RUSH COUNTY SCHOOLS' CALENDAR AND GRADING PERIODS**

#### **AUGUST**

Mon.	Aug.	5	Teacher Pre-School In-Service
Tues.	Aug.	6	Teacher Pre-School In-Service
Wed.	Aug.	7	Students' First Day
Thurs.	Aug.	8	RCHS Open House 6-7p.

#### **SEPTEMBER**

Mon.	Sept.	2	Labor Day - No School
Fri.	Sept.	20	Homecoming Game
Sat.	Sept.	21	Homecoming Dance

#### **OCTOBER**

Fri.	Oct.	11	End of First Nine Weeks
Wed.	Oct.	16	Report Cards
Mon.-Fri.	Oct.	21-25	Fall Break

#### **NOVEMBER**

Wed.-Fri.	Nov.	27-29	Thanksgiving Break
-----------	------	-------	--------------------

#### **DECEMBER**

Fri.	Dec.	20	End of Second Nine Weeks/End of First Semester - Holiday Break Begins at Dismissal
------	------	----	---

#### **JANUARY**

Fri.	Jan.	3	Teacher Record Day
Mon.	Jan.	6	Classes Resume - Second Semester Begins
Wed.	Jan.	8	Report Cards

#### **FEBRUARY**

Fri.	Feb.	14	Teacher In-Service
Mon.	Feb.	17	No School/Make-up Day

#### **MARCH**

Fri.	Mar.	13	End of Third Nine Weeks
Wed.	Mar.	18	Report Cards
Mon.-Fri.	Mar.	23-27	Spring Break

#### **APRIL**

Fri.	Apr.	10	No School/Make-up Day
Sat.	Apr.	18	Junior/Senior Prom

#### **MAY**

Thurs.	May	22	Students' Last Day/End of Second Semester
Fri.	May	26	Teacher Record Day
Sun.	May	31	Graduation 2p.

## GUIDANCE AND COUNSELING

The RCHS Guidance Department provides a climate for personal reflection and challenges students to achieve realistic goals. During the year special programs will provide information concerning colleges, vocational schools, financial aid, and careers. Testing programs will help students assess their own abilities and interests. College applications, S.A.T., and A.C.T. registration forms are available. Students are welcome to make appointments when needed.

### Counselor Assignments

Natalie Hornsby: Counsels students 9-12 - last names A-K  
Ruthie Leeth: Counsels students 9-12 - last names L-Z  
Cheryl Miller: At-Risk Counselor

### Grade Classification

Sophomore status: 8 credits  
Junior status: 20 credits  
Senior status: 34 credits

### Graduation Requirements

To graduate from Rushville Consolidated High School, a student must *attend eight (8) semesters* and earn forty-eight (48) credits including the required subjects. *Seven (7) semester graduation may only be granted with administrative approval (i.e. a student would like to enroll in a full schedule of college courses)*. Students must also meet the criteria for graduation set by the Indiana Department of Education for the *graduation qualification examinations*. In order to participate in graduation ceremonies, a student must have completed ALL requirements (i.e. ECA's, 48 credits, etc...) to graduate. Non-RCHS courses for advancement will only be considered after all RCHS options have been exhausted, and only through approval of an administrator. Permission to discontinue any subject after classes begin must be granted by an administrator. In order to participate in Senior Week activities, students must be enrolled in enough credits during the second semester to graduate.

### Schedule Changes

Changes to schedules will be made for the following reasons:

1. Failure in a Prerequisite Course
2. Scheduling Conflict
3. Computer Error
4. Teacher Recommendation
5. Career Focus Change.

All changes must be approved by an administrator and all teachers involved (if classes are underway). No changes will be made for social reasons or for teacher preferences. New students enrolling (that have not been enrolled in schooling) after day-school has been in session 15 school days, may be offered the opportunity to earn credits in the Opportunity School or via approved credit recovery programs. Students may enroll in day-school at the beginning of the new semester.

Schedule change requests for the fall semester must be made prior to the last day of school. Schedule change requests for second semester must be made prior to Christmas vacation. Withdrawal from a class during a semester must be upon the recommendation of the guidance counselor and the principal and must be done within the first week of the semester. Any other withdrawals may be credited with an "F" on the cumulative record.

### Indiana Core 40 with Academic Honors Diploma

To be eligible for an RCHS Academic Honors Diploma, a student must complete a minimum of forty-eight (48) high school credits. The following areas and courses are required:

#### 1. English .....8 credits

Core 40 + English 12 H or higher + 1 credit from: English 12 H, W131, L202, Linguistics, Speech, Novels, Etymology, Contemporary Literature, Holcad (2nd semester), Rushlite (2nd semester), six semesters@ which must be at the H/AP level, Introduction to Film, British Literature

#### 2. Social Studies .....6 credits

Core 40 + (four semesters which must be at the H/AP level).

3. **Mathematics ..... 8 credits**  
Core 40 + 2 additional math credits.
4. **Science ..... 6 credits**  
Core 40 + 2 credits which must be at the H level.
5. **World Language ..... 6 or 8 credits**  
Six credits from one foreign language or four credits each from two different foreign languages.
6. **Fine Arts ..... 2 credits**  
Art, Band, Choir, Theater Arts, Student Publications
7. **Health ..... 1 credit**
8. **Physical Education ..... 2 credits**
9. **Digital Application and Responsibility ..... 1 credit**
10. **TOTAL CREDITS NEEDED ..... 48 credits**

All students must earn a semester grade of “C-” or above in all courses to be eligible for an Academic Honors Diploma. Students must have a grade point average of “B” /“3.0” in above courses. Courses earning less than a “C-” may be retaken for AHD purposes only. No change will be made in GPA. No credit will be awarded. Both grades will be on the transcript.

Students must also complete one of the following:

- A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams.
- B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
- C. Earn two of the following:
  1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
  2. 2 credits in AP courses and corresponding AP exams,
  3. 2 credits in IB standard level courses and corresponding IB exams.
- D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics, and writing sections, and a minimum score of 530 on each.
- E. Earn an ACT composite score of 26 or higher and complete written section.
- F. Earn 4 credits in IB courses and take corresponding IB exams.

## **The Indiana Core 40 Graduation Requirements**

**Course and Credit Requirements - *Rushville requires a total of 48 credits for graduation.***

### **Language Arts - 8 credits**

English 9, 10, 11, plus 2 additional English credits from: Speech, English 12-7, English 12-8, Contemporary Literature, Etymology, Novels (Sports in Literature), British Literature, Linguistics, Introduction to Film

### **Mathematics - 6 credits (in grade 9-12)**

2 credits in Algebra I, 2 credits in Geometry, 2 credits in Algebra II

All students are required to take a Math or Physics course during their junior or senior year.

### **Science - 6 credits**

2 credits in Biology I, 2 credits in Chemistry I or Physics I or Integrated Physics/Chemistry, and 2 credits in any Core 40 Science course.

### **Social Studies - 6 credits**

2 credits in U.S. History, 1 credit in U.S. Government, 1 credit in Economics, and 2 credits in World History/Civilization or Geography/History of the World

### **Physical Education - 2 credits**

### **Health and Wellness - 1 credit**

1 semester

### **Digital Applications and Responsibility - 1 credit**

### **Digital Citizenship - 1 credit**

### **Directed Electives - 5 credits**

World Languages, Fine Arts, Career/Technical

### **Electives - 6 credits**

Career academic sequence recommended

### **Total credits required for graduation - 48 credits**

## **Core 40 with Technical Honors Requirements**

A minimum of 48 credits is required for the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma
- Have a grade point average of a “B” or better
- Complete two of the following, one of which must be 1 or 2:
  1. Score at or above the following on Work Keys: Reading for Info-Level 6; Applied Math-Level 6; Locating Info-Level 5
  2. Complete dual high school/college credits in a technical area (6 college credits)
  3. Complete a Professional Career Internship course or Cooperative Education courses (2 credits)
  4. Complete an industry-based work experience as part of a two-year technical education program (minimum 140 hours)

## **Indiana General High School Diploma**

**The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.**

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) will meet to discuss the student’s progress.
- The student’s career and course plan is reviewed.
- The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

## **Course and Credit Requirements**

### **English/Language Arts - 8 Credits**

English 9, 10, 11, and 2 additional credits

Credits must include Literature, Composition and Speech

### **Mathematics - 4 credits**

2 credits: Algebra I

2 credits: Any approved Math course

### **Science - 4 credits**

2 credits: Biology I

2 credits: Any approved Science course

### **Social Studies - 4 credits**

2 credits: U.S. History

1 credit: U.S. Government

1 credit: Economics

### **Physical Education - 2 credits**

### **Health and Wellness - 1 credit**

### **Digital Citizenship - 1 credit**

### **Career Academic Sequence - 6 credits**

### **Flex Credits - 5 credits**

To earn 5 Flex Credits a student must complete one of the following:

- Additional approved courses to extend the career academic sequence
- Courses involving workplace learning, which may include the following courses:  
Career Exploration Internship; Professional Career Internship; Business Cooperative Experiences; Cooperative Family and Consumer Sciences; Industrial Cooperative Education; Interdisciplinary Cooperative Education (ICE); or Marketing Field Experience

- High school/college Dual Credit courses
- Additional approved courses in: Language Arts, Social Studies, Mathematics, Science, World Languages and Fine Arts

**Electives - 13 credits**

**48 Total Credits are Required for Graduation.**

**Graduation Pathways—Requirements beginning with the class of 2023**

The purpose for this graduation pathway recommendation from the State Board of Education is to create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with:

1. A broad awareness of and engagement with individual career interests and associated career options,
2. A strong foundation of academic and technical skills,
3. Demonstrable employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

## Grading and Curriculum

The semester grade is the average of the grades earned in each grading period and the final examination. It is the semester grade which is recorded on the student's permanent record. Weighted courses will have five-tenths (.5) of a point added to the student's GPA (must have a 2.00 in the class to qualify). Semester examinations will be given and will count no more than one-fourth of the semester grade.

### Grade Equivalents

A+	4.33	D+	1.33
A	4.00	D	1.00
A-	3.67	D-	0.67
B+	3.33	P	0.67
B	3.00	F	0.00
B-	2.67	W	0.00
C+	2.33		
C	2.00		
C-	1.67		

### Grading Scale

A+	99-100	D+	67-69
A	93-98	D	63-66
A-	90-92	D-	60-62
B+	87-89	F	Below 60
B	83-86		
B-	80-82		
C+	77-79		
C	73-76		
C-	70-72		

### Weighted Courses

English 9 H	Economics H
English 10 H	Government H
English 11 H	Psychology II
English 11 AP	Biology H
British Literature	Biology II L122DC
English W 131/L202 DC	Chemistry H
Pre-Calculus	Chemistry II AP
Calculus AP/DC	Physics
Finite Math	
World Histo	
Probability and Statistics	
World History H	
U.S. History H	
U.S. History 139/140 DC	

## Honor Roll

The honor roll is computed each nine weeks. In order to be on the nine-weeks honor roll, students must have all A's or all A's and B's including at least one A for that nine weeks. In order to be on the semester honor roll, students must have at least a 3.5 GPA for that semester.

## Class Ranking

All classes count toward honor roll, class rank, and GPA. Any class a student takes for credit will apply to the above purposes.

## Progress Reports

The Progress Report is designed to keep students and parents informed of student academic progress. Notices are given to students at the midpoint of each nine weeks.

## Homeschool Students

Students with legal settlement within Rush County Schools may transfer their status from homeschool and enroll in the Rush County Schools at any time. Placement into grade levels and/or courses will be the sole discretion of the building principal. The building principal may require assessments given by school personnel to assist with these decisions. High School credits will only be transferred to RCHS if the credits were earned from a national or regional accreditation agency approved by the principal.

## Withdrawal From School

A student withdrawing from school must follow this procedure:

1. The parent must accompany the student and sign the appropriate forms.
2. Books and materials must be returned.
3. Obligations must be cleared.

4. See an administrator for an exit interview.
5. Once withdrawn from school, the students are no longer permitted on school grounds on a school day between 7:00 a.m. and 4:00 p.m. without a previously scheduled appointment. Withdrawn students may not participate in school activities (e.g., school dances).

## **Higher Education**

A college is an institution offering courses of instruction, especially in liberal arts and in specialized fields such as teaching, engineering, law, medicine, etc. A university is usually made up of a group of colleges or “schools” under one central control and usually gives special attention to research work and the widening of human understanding and knowledge.

The scholastic requirements for college entrance are subject to constant change, and any student considering a college education should write for a catalogue from the school which he/she chooses. It is advisable to select his/her school early so that he/she may plan his/her course to suit the school requirements. Your counselors will help you in getting material and scheduling the required tests. A Core 40 Diploma is generally required for acceptance into a four-year college or university.

## **Scholarships**

Your counselor will help you apply for scholarships. RCHS is very lucky to be well-supported by our community, and numerous scholarships are available. Scholarships are competitive and time consuming. However, money is available for those students willing to work. Apply early! Last year over 95 scholarships were awarded to our seniors. **Scholarships need to be turned in before 8:00 a.m. on the due date.**

## **Loan Funds**

Various organizations of our community and several national groups have loan funds available to students at a low interest rate. These funds are not only available to entering college freshmen but also to students already in college. Information regarding loans may be obtained from these organizations or at the high school guidance office. A Financial Aid night is held each year to provide information and assistance for completing federal aid forms (FAFSA).

---

---

## **SCHOOL SERVICES**

### **Bookstore**

School supplies are sold in the bookstore during certain hours. Students are not to go to the bookstore during class time without a valid pass.

### **BOOKSTORE HOURS**

The bookstore is open from 7:30 a.m. to 3:30 p.m.

### **Media Center**

The media center provides books, magazines, pamphlets, and pictures for reference and for leisure reading. During each SRT, 30 students are permitted to use the media center. The facility is open for a period of time before and after school and is available to each student during the lunch period. Media center material is considered property of the school. Charges for overdue books are five cents per school day. In addition, any lost, damaged, or unreturned material must be returned, repaired, or paid for. Students are responsible in this matter.

---

---

## **ACTIVITIES AND CLUBS**

### **Activity Fund**

The Rushville Consolidated High School Activities Fund is the total deposit of all high school activities. Each organization deposits all money with the school treasurer, and a receipt is given for each deposit. A check is written by the treasurer on any account only when a voucher properly signed by the organization treasurer and sponsor is presented. All payments from the organization's fund must be made by check. The school treasurer is under bond, and all accounts are examined by the Indiana State Board of Accounts.



## Clubs and Activities

Students are encouraged to participate in the extracurricular activities of the school. Research shows that students who participate in activities are more successful students. All clubs meet during the SRT period. Students participating in clubs and activities are to be eligible through the random drug testing policy. The following is a list of organizations available for students at RCHS.

Academic Team	Cheer Block
Broadcasting	Class Officers/Advisor
F.C.A.	Student Council
F.F.A.	Speech Club
Key Club	Spanish Club
French Club	S.A.D.D.
	N.H.S.

## School Spirit

School spirit may be divided into four categories.

1. Courtesy--toward teachers, fellow students, school officials, and administrators.
2. Pride--in everything our school endeavors to accomplish and has accomplished.
3. Sportsmanship--the ability to win and lose gracefully.
4. Tradition--honor the traditions of the school (i.e., Senior Circle, etc.).

School spirit means loyalty to all functions of the school. A loyal student supports his/her school and does the utmost to keep scholastic and activity standards at the highest possible level.

## School Song

Rushville High, here's to our Rushville High!

Here's to the dear old red and black!

Here's to the spirit, team fight back!

Rah! Rah! Rah!

Colors true, we've come to honor you!

Here's to everything you've done!

Here's to every game you've won, Rushville High!

## SCHOOL COLORS: RED AND BLACK

---

---

## GENERAL INFORMATION

### Where to Find Help or Solutions

<b>Absences/Prearranged</b>	<i>Attendance Office</i>
<b>Athletics</b> (All-Sports Tickets)	<i>Athletic Office in Gym</i>
<b>Cafeteria</b>	<i>Cafeteria Office</i>
<b>Career Information</b>	<i>Counselors' Office</i>
<b>Change of Address</b>	<i>Main Office</i>
<b>College Information</b>	<i>Counselors' Office</i>
<b>Driver Registration/Parking Permits</b>	<i>Bookstore</i>
<b>Financial Aid to College</b>	<i>Counselors' Office</i>
<b>First Aid</b>	<i>Clinic</i>
<b>Leave the Building</b>	<i>Attendance Office</i>
<b>Locker Problems</b>	<i>Custodians, Main Office, or Attendance Office</i>
<b>Lost and Found</b>	<i>Bookstore</i>
<b>S.A.T. Information</b>	<i>Counselors' Office</i>
<b>Transcripts</b>	<i>Counselors' Office</i>
<b>Work Permits</b>	<i>Main Office</i>

### Lost and Found

Articles found should be taken immediately to the bookstore; articles lost should be reported immediately. Articles of value should not be left in lockers, on top of desks or tables, or elsewhere about the building. If it is necessary to bring a large amount of money to school, it should be taken to the office of the principal, where it can be placed in the safe until needed. Articles not called for will be confiscated at the end of each semester.

## **Messages**

Messages from parents will be delivered to students in emergency cases only. These messages will be delivered during SRT (Student Resource Time).

All flowers, stuffed toys, balloons, candy, and gifts delivered to the high school can be picked up after school in the main office. Students will be notified of the delivery, but the above listed items are not permitted in the classroom.

---

## **LIVING AND WORKING TOGETHER**

Keep hands off other persons' bodies and their property.

- A. Hand holding and other displays of affection.
- B. Scuffling and pushing.
- C. Defacing or destroying the property of others, including books, clothing, bicycles, vehicles, or other items.
- D. Students are expected to walk, not run, in the building.

## **Locks and Lockers**

Lockers will be assigned by the office. Students will be assigned to one locker per person. Keep your lockers clean and take pride in protecting them. Keep them locked!

A student who has a locker that is the property of a school corporation is presumed to have no expectations of privacy in that locker or the locker's contents. A principal, or designee, may in accordance with the rules of the governing body, search a student's locker and the locker's contents at any time.

## **Plagiarism and Academic Dishonesty**

Plagiarism is defined as the deliberate submission of a document or speech that is directly copied from or clearly modeled after a published work such as a book, magazine, pamphlet, or online document without proper notification and citation. Academic dishonesty includes any instance of a student's copying another's work for submission as his/her own and/or cheating on a test/quiz. This also includes online submission (i.e. Moodle classrooms).

Disciplinary procedure:

1. For homework, journal entries, daily work, tests/quizzes, student(s) will receive no credit for the work. A formal disciplinary report may be submitted to the office.
2. For formal essays and papers (i.e. research papers), every effort will be made by the teacher to help students avoid unknowingly plagiarizing in their work. If a paper is resubmitted without proper corrections, that paper will receive a failing grade. In regard to research papers, a failing grade may result in class failure. A formal disciplinary report may be submitted to the office.
3. Essays, book reports, speeches, etc., that are purchased from online sources will receive automatic failing grades. A formal disciplinary report may be submitted to the office.

## **Security Cameras**

Security cameras will be used to monitor building activity and enhance security.

## **Book Bags and Coats**

For the safety of our students and staff, book bags and coats should be placed in lockers within ten (10) minutes of arrival in the building. If necessary, sweat shirts or sweaters may be kept in lockers for cool days.

## **Student Property**

Personal items of considerable value should be kept at home for their safekeeping. The school will assume no responsibility for items lost or stolen. Students are not to bring distracting items to school.

## **Cell Phones and/or Smartwatches**

Students are encouraged to leave cell phones and/or smartwatches at home for safekeeping. However, if you bring a cell phone and/or smartwatch to school, it must be kept in your locker and turned off. Students are not to use a cell phone and/or smart anywhere on school grounds during school hours (8:10 a.m. to 3:20 p.m.).

The RCHS discipline policy will be applied for student cell phone and/or smartwatch use or possession other than placing it in a locker or retrieving it at the end of the day and for disruption of school by having the device ring, vibrate or sound other tones. If an administrator has reasonable suspicion to believe that a cell phone and/or smartwatch might have proof of violated discipline codes beyond possession of a cell phone and/or smartwatch, only the administrator or designee may search the contents of the phone in compliance with search and seizure regulations.

### **Electronic Devices That Are Not Cell Phones**

These devices may be used for various applications on an individual basis with prior staff approval.

### **Tobacco**

RCHS is a drug-free zone. Therefore, possession of tobacco within 1,000 feet is a violation of state and federal laws, and local authorities will be contacted. Students are not to smoke or possess any form of tobacco in the building, at the parking lot, on the school grounds, or while under the supervision of school personnel. This rule applies to all school activities, streets, and areas adjoining the school grounds. Students who violate this rule may be dismissed from school.

### **Food, Drinks, Chewing Gum**

Food and drinks are to remain in the cafeteria area only. Students requiring food or drink for medical reasons should obtain permission in advance from the school nurse and/or an administrator. Careless disposal of gum in drinking fountains, on furniture, and on floors presents sanitation and cleaning problems and costly repairs. Therefore, the school administration will support any staff member who does not allow chewing gum in his/her classroom. Careless disposal of gum will bring about disciplinary action.

### **Care of Classroom**

Students are to show the responsibility of good housekeeping within the classroom. **Do not mark on desks or walls.** No materials should be attached to the fabric walls.

### **Dance Regulations**

- A. Students of Rushville Consolidated High School are encouraged to attend school dances, and your cooperation in the past has enabled everyone to have a good time. All dances will end at 11:00 p.m.
- B. All RCHS students and their guests must be preregistered at least three (3) school days prior to the date of the dance.
- C. If a student invites a guest, he/she is responsible for the guest's behavior and informing the guest of school regulations. Guests attending RCHS dances must be in ninth grade or above, 20 years of age or under, be attending or a graduate of an accredited high school, or attending an accredited alternative educational program.
- D. The participants should confine themselves to the area that is set aside for the school function.
- E. Always help keep the school neat and clean.
- F. All school rules apply regarding behavior and conduct.
- G. Appropriate dress is required at all school dances. The school dress code policy may be relaxed according to individual dance guidelines.
- H. If a student leaves the dance, he/she will not be readmitted.
- I. Withdrawn students may not participate in school activities.
- J. An RCHS student that becomes ill must attend/have attended a minimum of two (2) complete block periods to be eligible to attend a dance the same day. This does not include lunch. (The two {2} complete block periods or the equivalent may constitute any part of the curricular school day.)
- K. Students participating in dances are to be eligible through the random drug testing policy. *Drug Testing paperwork must be turned in four (4 weeks) prior to the dance.*
- L. Students should refrain from any lewd or indecent behavior.

### **Posters**

Posters must be approved by the sponsor or the office prior to being posted in designated areas.

## Bus Students

Students who ride the buses are not to leave the bus until it has arrived at school. Students planning on not returning home on the bus in the evening must tell the bus driver upon leaving the bus in the morning. If the decision is made during the day that you will not return home on the bus, you are to report this to the bus driver prior to his/her departure in the afternoon.

## Automobiles

A student parking lot is available to the school near the gym and south of the fairgrounds. Students who desire to drive and have reason to drive must fill out a registration card and submit it to the assistant principal at the beginning of each year. After submitting the required documentation and fees, student drivers will be issued an RCHS parking permit. Student drivers must display their parking permit so that it is clearly visible at all times the vehicle is on RCHS property. When a new license plate is issued, a new registration is needed in the attendance office. Failure to register could result in additional punishment when violating a parking rule.

1. Upon arrival at the school, proceed immediately to the parking area and go immediately to the building.
2. Parking for students is provided in the senior lot, gravel lot, athletic lot, Lions Path, and the designated areas on 12th Street and Harrison Street by the Memorial Gym. Students **MUST** park in these areas. Students are **NOT** to park in teacher lots, handicapped spaces, visitor spaces, the areas surrounding the softball field, and other areas around the high school.
3. Park in such a manner as to not interfere with any other car, not in the grass or blocking an entrance.
4. Driving is a privilege. Conduct your driving as a good school citizen and always use seatbelts.
5. The school may assign a detention, ISS, and/or other penalties including suspension of driving privileges.
6. Students are asked not to drive on Lions Path and Harrison Street in front of the school or on the streets at either end or the rear of the high school during school hours (8:10 a.m. to 3:20 p.m.). All motorcycles are to be parked south of the high school by the bicycle racks.
7. Students are not to ride in the back of pickup trucks before and after school.
8. When leaving school, proceed immediately to cars and safely exit school grounds.
9. All student drivers must be eligible through the random drug testing procedures.
10. A principal or designee, may in accordance with rules of the governing body, search a student's car and the car's contents when there is reasonable suspicion.
11. Park at your own risk. The school is not responsible for any damage or loss.

## Bicycles

Bicycles are to be parked in the racks provided.

## Fire Drill Regulations

1. At the sound of the alarm, students should proceed quickly and **QUIETLY** to the assigned exit and safety area outside the building.
2. No talking.
3. Be orderly and move as rapidly as possible, but do not run.
4. Everyone must leave the building when the alarm sounds.
5. All school policies are in effect.

Methods of Exit will be posted in each room.

## Tornado Drill Regulations

This procedure is different from the fire drill in that **no one leaves the building!**

1. A broken tone will sound and, if possible, an announcement will be made on the public address system.
2. The groups assigned to regular interior rooms should remain in the classroom and move to a main wall.
3. Students should follow the teacher in single file from the classroom to the posted designated safety area.
4. The student designated to be the last from the room is to report to the teacher when the safety area has been reached.
5. Stay away from outside windows or doors as far as possible--the interior hallways are the safest areas.
6. Remain quiet in order that emergency instructions can be given.

7. Gymnasium--Go to the physical education dressing rooms.
8. Vocational Building--Move to inside rooms.

### **Physical Examinations**

Students who feel they are unable to participate in the required physical education program must present themselves to a doctor, who will make final recommendations for each individual.

Students who participate in competitive athletics must file in the office of the principal a parent approval slip and a certificate of physical fitness signed by the family physician.

### **Lunch Period**

All students will be expected to report to the cafeteria for lunch. Students leaving the cafeteria during the lunch period should have permission from a lunch supervisor.

### **Extracurricular Organizations**

In order to participate in any extracurricular organization, a student must have passed the equivalent of five (5) credits during the past grading period. The semester grade takes precedence over the nine-weeks grade. Students must be eligible through the random drug testing procedures.

### **Extracurricular Activities Dress Guidelines**

Students are invited and encouraged to attend extracurricular activities as spectators and show positive school spirit. All students, including the Jungle Dogs, must be fully clothed and have clothing on that is in good taste. All student dress is subject to administrative review.

### **Use of School Computers**

Students using school computers must have on file a signed Internet Acceptable Use Policy Agreement. Students damaging computer equipment will be dealt with in accordance to the discipline policy. Students utilizing computers for any reason other than specified school purposes may have all computer privileges revoked.

### **Work Permits**

Every employer must secure an employment certificate before any gainfully employed minor 14, 15, 16, or 17 years of age is permitted to work. This includes minors who are 16 or 17 years of age and no longer enrolled in school. (Exception: Minors under the age of 18 and graduated from high school do not require employment certificates.)

- 1) An employment certificate may be used at not more than two (2) locations within the same enterprise, so long as the enterprise complies with the hour restrictions for the particular age.
- 2) An employment certificate may be denied a minor whose school attendance is not in good standing or whose academic performance does not meet school corporation standard.
- 3) Once issued, an employment certificate may be revoked by the issuing school if there occurs a significant decrease in the minor's grade point average or school attendance.

### **Telephone**

The office and classroom telephones are for school business only and should never be used without proper permission.

### **Passes and Classes**

To be excused from an assigned class, the student must have a signed pass. Students in halls or rest rooms without a pass could receive disciplinary action.

### **Student Sales**

Students are prohibited from selling merchandise of any kind at school unless it is a school-sponsored activity.

---

## HEALTH SERVICES

The school maintains health services for all children so they may attend school with the best physical, mental, and emotional health attainable to facilitate learning.

The school nurses are available for consultation and for making recommendations. Diagnosis and treatment are prescribed by the student's family health care provider. The school nurses are also available to the teachers as resource persons for health education.

### **Illness or Injury at School**

If a student becomes ill during the school day, he/she is to check into the clinic. Except for dire emergencies, the student should obtain a pass from his/her teacher to go to the clinic. If the illness necessitates the student leaving school, the parent or guardian must be contacted. Any student bypassing the clinic will be charged with an unexcused absence.

### **Illness During Lunch**

The previous procedure must be followed. Adjustments in certain cases may be made with the Attendance Office and/or the Assistant Principal's permission.

### **Immunization Requirements**

Immunization records are maintained on all students, and records must show proof that each child's immunization is complete for diphtheria, tetanus, whooping cough, measles, rubella, mumps, hepatitis B, and chickenpox. The measles, rubella, and mumps vaccines must have been given on or after the first birthday. A second measles vaccine is required. Records must indicate the month/day/year of each dose of vaccine given. Students who have not attended Rush County Schools previously must present proof, upon enrollment, of immunizations as listed above.

If a child's immunizations are not in compliance with the minimum requirements, the school nurse will inform parents and **MAY** grant a waiver of not more than 20 days during which time the child is required to come into compliance.

Parents who object to their child having immunizations must sign an "Objection to Immunization" form **YEARLY**. These are available from the school principal and/or school nurse. Objections to immunizations can only be accepted if the objection is for religious or medical reasons.

To keep your child's school health record up to date, please notify the school nurse if he/she receives additional immunizations. Each graduating senior will be given a copy of his/her immunizations.

### **Vision and Hearing Screening**

Vision and hearing screening is done in grade ten for new students and any student the teacher suspects is having a problem. Those students failing the screening test are referred for further evaluation. Any child already wearing glasses should remain under the supervision of his/her eye care professional.

### **Medication**

**The school nurse should be notified of all medication brought to school.**

**If it is necessary for a student to take medication during the school day, the medication must be provided to the school by the parent.** It is preferred that the parent brings the medication to school and not send it with the child on the school bus. The student will be required to go to a designated location to receive the medication.

Any student needing to take prescription medication during the school day must have Form A12062, Parts I and II, completed. These are available from the school nurse and each principal's office. Prescription medication must be in the original container with a current label indicating the child's name, medication name, dosage, time to be given, and prescribing physician's name. If the medication is to be taken for only a short period of time (less than two {2} weeks), prescription label indicating physician, student's name, medication, and instructions is sufficient for Part I of Form A12062.

All over-the-counter medication, such as Tylenol and cough syrup, must have Form A12062, Part II, completed and signed by the legal custodian. A letter from the parent may be substituted for Form A12062, Part II, as long as it includes the same information as listed on the form. Over-the-counter medication must be in the original container.

If a student needs to carry emergency medication such as an inhaler or EpiPen on his/her person,

Form A12062, Parts I, II, and III, must be completed and on file.

**No Medication Will Be Given to a Child Without Proper Consent.**

Any student needing specific medical treatment(s) during the school day must have physician's orders and instructions and parental permission form on file. Specialized medical equipment needed for the treatment(s) must be provided by the parents.

**No Medical Treatments Will Be Given to a Child Without Proper Consent.**

---

---

## **ELECTION TO AND HOLDING OF OFFICE**

### **Conduct of Elections**

1. Class officer and organizational elections will be held in the spring.
2. Election ballots should be posted appropriately and filed with the main office.
3. All candidates must meet filing deadlines.
4. Write-in ballots will not be counted.
5. Ballots should not be altered or defaced.

### **Qualifications**

Any student wishing to run and to hold an office:

1. Must be a full-time student.
2. Should be able to demonstrate good citizenship in the school and the community. Students earning a third day of ISS or one (1) day out-of-school suspension during/within the previous 365 days are ineligible to run for or continue in office. Students convicted of illegal activity or those who have participated in illegal activity, other than minor offenses like parking/traffic violations, are ineligible to run for or continue in office for a period of 365 days. Students facing prosecution may not be allowed to perform duties of an office/elected position pending disposition of charges.
3. Must maintain a cumulative "C" average (2.00 GPA).
4. Must be eligible through the random drug testing procedures.
5. Must have had no athletic code violations related to alcohol, tobacco, or other drugs within the previous 365 days.

### **King and Queen Elections**

Candidates will be required to meet the extracurricular requirements of passing the equivalent of five (5) credits for the past nine (9) weeks. King and Queen candidates will also be required to meet the "good citizenship" qualifications listed above in Numbers 1, 2, 4, and 5 for class officers.

---

---

## **ATTENDANCE**

Good attendance is vital to the future success of students at Rushville Consolidated High School. Whether the goal is the work force or post-secondary education, students need to come to school every day and benefit from interaction, discussion, and teacher support available during class time.

To encourage student achievement, RCHS must use every reasonable measure to assist students to develop positive attendance habits. The following attendance guidelines are in effect at Rushville Consolidated High School.

### **Absence Notification Procedure - TO REPORT AN ABSENCE - PHONE 932-3901.**

A parent/legal guardian should contact the school on the day the absence occurs. Calls to the attendance office can be made 24 hours a day. If a parent/legal guardian does not have access to a phone, a note from the parent/legal guardian will be accepted on the day the student returns to school.

**All notes will be verified by the Attendance Office.**

**Phone calls and verification notes must be received by the Attendance Office within 48 hours of the student's return to school.**

### **Excused Absences\***

- 1) illness
- 2) prearranged absences
- 3) doctor appointments
- 4) death in the family
- 5) quarantine

\*For each excused absence, a student will have 24 hours to complete and turn in all make-up work or as directed by the individual teacher(s). It is the student's responsibility to discuss with the teachers the work necessary to complete prior to known or arranged absences.

### **Prearranged Absences\***

Any absences which can be made in advance should be **ARRANGED IN ADVANCE THROUGH THE ATTENDANCE OFFICE**. Authorization by the parent/legal guardian is needed.

Student's absence(s) will be excused, but **WILL** count towards the five-day limit for the following Prearranged Absences:

1. funerals outside the immediate family; any person NOT listed under immediate family below
2. family business
3. college visits/military exams (beyond two {2} per year)

Student's absence(s) will be excused, but **WILL NOT** count towards the five-day limit for the following Prearranged Absences:

1. medical and dental appointments
2. funerals of the immediate family: mother, father, legal guardian, brother, sister, grandparent, step-mother, step-father, uncle, aunt, niece, nephew, and any other relative who at the time of death was living as a member of the student's household.
3. college visits/military visits (two {2} per year)

Students **WILL NOT BE COUNTED ABSENT** for the following Prearranged Absences

(I.C. 20-33-2-14,15,16,17.):

1. serving as a page for the Indiana General Assembly
2. election day worker
3. students issued a subpoena to appear in court
4. active duty in the Indiana National Guard for not more than ten (10) days
5. serving as a member of the state standards task force
6. field trips or school activities requiring students to leave school grounds – students with one or more "F" grades (current or most recent grade report) are NOT eligible to participate in field trips.
7. student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes.

### **Doctor's Appointments**

A student leaving school for an appointment is to present a note from a parent/legal guardian to the attendance office before school on the day of the appointment. Upon returning to school, the student should present documentation from the doctor/dentist to the attendance office. A student missing any school for a doctor's appointment is required to have a parent call during each day out and present doctor verification to the attendance office upon returning to school. Verification should include the date that the student is to return to school. All doctor's notes must be received by the Attendance Office within 48 hours of the student's return to school and may only excuse student illness.

### **Athletic Participation**

An RCHS student that becomes ill must attend/have attended a minimum of two (2) complete block periods to be eligible to participate in an athletic practice or game the same day. This does not include lunch period. (The two {2} complete block periods or the equivalent may constitute any part of the curricular school day, however one of the two blocks must be the last period of the day.)

### **College Visits**

College visits for juniors and seniors must be scheduled in advance by a parent to be excused. Documentation from the admission's office will verify the absence. (College visits beyond two {2} per year **WILL** count as part of the eight-day limit.) Documentation of the college visit must be received by the Attendance Office within 48 hours of the student's return to school.

### **Leaving School Grounds**

Any student leaving the school campus for any reason during school hours (upon arriving at school and 3:20 p.m.) must receive authorization from a parent/guardian **AND** sign out in the attendance office before leaving school grounds. Students will be considered **TRUANT** if these procedures are not followed.



## Verification of Absences

An absence must be verified by a parent or guardian within two (2) days (48 hours) of the absence in order to be excused. The day of return is the first 24 hours.

## Excessive Absences

Parent contact will be allowed for five (5) days of absence from school without a doctor's note each semester. These five (5) absences will be considered excused. Parents are asked to please reinforce the importance of being in school. Absences beyond five (5) will fall under the truancy/excessive absence policy. Any absences with verified doctor's notes will not fall under this paragraph. The Excessive Absence Policy applies to individual blocks as well as daily attendance. The 10th absence without a doctor's note in an individual block period will result in loss of credit in that course.

## Unexcused Absences

May include:

1. absence not verified within 48 hours
2. truancy
3. nonapproved absence(s)
4. missing the bus
5. car trouble
6. oversleeping
7. leaving the school without permission of appropriate school personnel
8. absence without notification by parent/legal guardian
9. work
10. short-term incarceration

**\*\*\*All quizzes and homework occurring on or due on the day of an unexcused absence will not be counted as credit. Students may earn 80% of their earned grade on tests missed on the day of an unexcused absence. Any work of a project nature (work that has been ongoing for an extended period of time, i.e., term paper, lab project, art project, etc.) that is due on the day of the unexcused absence, may be left to the discretion of the teacher as to what amount of credit, if any, the teacher will record.**

## Absences Due To Suspensions Out of School

Students suspended from school shall be allowed to make up assignments and earn 80% for work completed while suspended. Work should be turned in upon returning to school. Obtaining and completing assignments will be the student's responsibility. Assignments requiring extra materials such as worksheets and tests will be allowed to be made up for 80% credit upon returning to school.

## Truancy/Excessive Absences

Truancy means "any student who is absent or not in class without legitimate reason or without knowledge of either parent or school official." Students leaving the building without authorization by the attendance office or administrator will be TRUANT. The absence will not be excused.

The following procedures will be followed for excessive unexcused absences (per semester), truancy (per school year), or "habitual truancy" (Rush County Schools, using I.C. 20-33-2-11):

- 1st offense** - Day(s) ISS (In School Suspension)
- 2nd offense** - Day(s) ISS (In School Suspension)
- 3rd offense** - Day(s) ISS (In School Suspension)
  - Intervention of Probation Officer/Prosecuting Attorney
- 4th offense** - Day(s) ISS (In School Suspension)
  - Invalidation of Driver's License (I.C. 9-24-2-1; I.C. 9-24-2-4)
- 5th offense** - 10 Days Suspension from School and Recommendation for Expulsion.

## Habitual Truancy

Indiana Law (Rush County Schools, using I.C. 20-33-2-11 & I.C. 20-33-8-12) defines habitual truancy for students under 18 years of age:

1. Defiance of parental authority in the failure to attend school.
2. A repeated, continuous pattern of absences over a period of time such as a grading period.
3. A larger number of aggregate absences over the period of a school year.
4. More than three (3) judicial finds of truancy.

**Names of habitual truants must be reported by the attendance office to the Bureau of Motor Vehicles (I.C. 9-24-2-1).**

### **Make-Up Work**

**Truancy:** Students will **not** be allowed to make up work missed on unexcused days. “Work” is defined as quizzes or class work. Students may earn 80% of their earned grade on tests from these days.

**48-hour policy:** For an absence which does not follow the 48-hour policy, the absence will be considered “unverified according to policy.” These absences will be considered unexcused. Students will not receive credit for those days they are out of class if verification is not received.

**8-day limit policy:** Failure to present a doctor’s note for all but eight (8) absences each semester will result in an unexcused absence. Students will not be allowed to receive credit for work missed on unexcused days. “Work” is defined as tests, quizzes or class work.

**ISS:** Students will earn 80% of the earned grade on work completed in ISS. Tests may be given during ISS or on the day of return to class.

### **Tardies**

Almost all tardiness is avoidable. Tardiness disrupts not only your school program but also the progress of your class. It interferes seriously with the educational atmosphere. Habits of punctuality and promptness are the chief elements of reliability. Lack of such habits cannot help but be detrimental to a successful life. Future employers have a high regard for promptness. Plan to arrive early and allow for emergencies.

#### **To School:**

Students will be counted tardy if they arrive at school after 8:10 a.m. and before 8:30 a.m. After 8:30 a.m. or twenty (20) minutes into any block, the unexcused tardy becomes an UNEXCUSED ABSENCE. Any student arriving late to school must report to the attendance office. The following reasons will be unexcused:

- 1) car trouble
- 2) oversleeping
- 3) missing the bus.

#### **To Class:**

Students not in the classroom when the tardy bell rings will be counted tardy. Individual teachers may have tardy policies that are stricter, and these will apply if on file in the principal’s office. If a classroom teacher gives a detention, a 24-hour notice must be afforded the student.

The following guidelines may apply:

The first, second, and third tardy in each class (each semester) will be handled by the classroom teacher according to the class rules. Every additional tardy should be written on a discipline referral and sent to the assistant principals’ office. Students can be assigned Lunch Detention, Friday Night School, In-School Suspension, and Out-of-School Suspension.

Penalties for cumulative referrals in a semester:

- |                    |   |
|--------------------|---|
| 1st-4th referrals  | Lunch Detention   |
| 5th-8th referrals  | In School Suspension (1-3 days)                                   |
| 9th-10th referrals | Out of School Suspension (1-3 days)                               |
| 11 referrals       | 10 days Out-of-School Suspension and recommendation for expulsion |

### **Attendance Recognition**

#### **Perfect Attendance:**

In order to receive a perfect attendance award, a student may not miss any class time. For example, if a student is absent during one (1) class block to go to the dentist or doctor, he/she will not qualify for perfect attendance.

**\*\*Note--**In accordance with state guidelines, school activities, field trips, serving as a page in the legislature, and working the election polls are not considered absences from school.

---

## DISCIPLINE POLICY

### Philosophy

The entire foundation and success of public school education depends on the basic concept of self-discipline which will allow all individuals to exist in a world of change and with the individual rights afforded them by our Federal and State Constitutions. Certain standards of student conduct are necessary to assure students seeking to express their own individual rights do not at the same time infringe upon the rights of others. The responsibility for the development and maintenance of self-discipline falls to the cooperative efforts of students, parents, teachers, administrators, and community.

A portion of the responsibility for the development and enforcement of regulations for the protection of the rights of individuals is delegated by the Board of Education to responsible officials with the School Corporation. The purpose of discipline controls is to help create an atmosphere that promotes the best possible learning environment for all those involved in the educational process.

An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually, collectively, and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

However, in the absence of self-discipline, the superintendent, principal, any administrative personnel, or any teacher of the School Corporation is authorized to take certain actions reasonably desirable or necessary to help any student, to further school purposes, or to prevent an interference with the educational process.

The school is committed to assisting the students in developing respect for themselves and for others. In order to accomplish this, rules and guidelines exist to maintain the rights and responsibilities of those in the school setting.

The discipline plan is intended to provide general guidelines by which students are to conduct themselves. This plan may include, but is not limited to, the specific violation/consequence listed below nor does it limit the discipline decided by the administration.

**While it is the school's responsibility to provide information about expected behaviors, it is the student's responsibility to read the information in the student handbook.**

### LEVEL 0

#### **BEHAVIOR**

- 1) Failure to follow class rules
- 2) Failure to follow instructions of any staff member
- 3) Failure to complete homework
- 4) Failure to come to class prepared

#### **CONSEQUENCE**

The following procedures are recommended prior to sending a student to the office:

- 1) Teacher intervention
- 2) Parent/Guardian contact by teacher
- 3) Teacher communication with counselor
- 4) Counselor intervention

### LEVEL I

#### **BEHAVIOR**

- 1) Petty theft or possession of others' property without permission
- 2) Public displays of affection
- 3) Littering
- 4) Possession of musical device during the school day (between 8:10 a.m. and 3:20 p.m.)
- 5) Driving/Parking offenses
- 6) Dress Code Violation

#### **CONSEQUENCE**

- 1st Offense - Conference with an administrator/Parent-Guardian Contact/Lunch Detention/  
Friday Night School
- 2nd Offense - Lunch Detention/Friday Night School/1-2 days ISS (In School Suspension)
- 3rd Offense - 2-4 days ISS (In School Suspension)

## **LEVEL II**

### **BEHAVIOR**

- 1) Minor damage or destruction of school or private property (Vandalism)
- 2) Act of forgery or deception
- 3) Insubordination by a student
- 4) Use of inappropriate/vulgar/obscene language or gestures
- 5) Leaving class without permission
- 6) Showing disrespect for staff members
- 7) Conduct constituting an interference with school purposes
- 8) Possession of a laser pointer or similar device
- 9) Classroom and/or educational disruption
- 10) Out of assigned area
- 11) Possession of cellular phones and/or smartwatch (between 8:10 a.m. and 3:20 p.m.).
- 12) Misuse of technology and/or email (i.e. Inappropriate, obscene, or indecent internet searches, inappropriate use of email, utilization of Hot Spot features, etc.

### **CONSEQUENCE**

1st Offense - Lunch Detention/Friday Night School/1 day of ISS (In School Suspension)

2nd Offense - Friday Night School/2-4 days of ISS (In School Suspension)

3rd Offense - Out-of-School Suspension

## **LEVEL III**

### **BEHAVIOR**

- 1) Major damage or destruction of school or private property (Vandalism)
- 2) Use or possession of tobacco or look-alike. No possession and/or use of inhaled vapor devices (i.e. e-cigarettes, vap-pens, etc.) is allowed. Law enforcement authorities may be notified if the student is under the age of 18
- 3) Possession of matches or lighter
- 4) Threats or intimidation
- 5) Hazardous conduct which might be harmful to oneself and others
- 6) Bullying (See Bullying Policy in RCS Message to Parents)
- 7) Verbal abuse of staff members or inappropriate gesture toward staff member
- 8) Fighting (i.e. punches thrown) - Students may face a disorderly conduct charge from law enforcement
- 9) Possession of pocket knife
- 10) Possession of mace or tear gas
- 11) Any misconduct in I.C. 20-33-8-14 or I.C. 20-33-8-15
- 12) Earning ten (10) days of ISS in a semester.
- 13) Use of racial slurs
- 14) Harassment

### **CONSEQUENCE**

1st Offense - 2-4 days of out-of-school suspension

2nd Offense - 5-10 days of out-of-school suspension and recommendation for expulsion. The school may seek alternatives to expulsion.

## **LEVEL IV**

### **BEHAVIOR**

- 1) Possession or conspiring to possess a firearm, weapon, or look-alike firearm or weapon, or any explosives/explosive devices
- 2) Possessing, using, selling, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, stimulant, depressant, barbiturate, alcoholic beverage, marijuana, intoxicant of any kind, or any item that closely resembles or is represented to be any of the foregoing items
- 3) Possessing drug paraphernalia
- 4) Indecent exposure
- 5) Causing, attempting to cause, or planning to cause physical injury or bodily harm to school employees, students, or others
- 6) Theft
- 7) Threat to staff member

- 8) Unlawful activity on school grounds or at school activities during weekends, holidays, school breaks, and the summer period  
9) Any misconduct in I.C. 20-33-8-14 or I.C.20-33-8-15.

#### **CONSEQUENCE**

5-10 days of suspension and recommendation for expulsion. The school may seek alternatives to expulsion. Law enforcement authorities may be notified.

#### **LEVEL V**

#### **BEHAVIOR**

- 1) Possession of a firearm
- 2) Possession of a deadly weapon

#### **CONSEQUENCE**

10 day suspension pending expulsion for at least one (1) calendar year. Law enforcement authorities may be notified. I.C. 20-33-8-14

#### **Suspension**

Students who are serving an out-of-school suspension are not permitted to participate in extracurricular activities during the suspension period.

**Rushville Consolidated High School will notify and cooperate with Rush County Probation Department on all out-of-school suspensions.**

**At Any Time A Student Receives A Second Suspension From School, A Recommendation For Suspension Of The Driver's License (I.C. 9-24-2-1, I.C. 9-24-2-4) May Be Initiated.**

**Procedures involving removal of student from class or activity, suspension, or expulsion are fully outlined in the Message to Parents included in this handbook. Students and parents are encouraged to be knowledgeable of these discipline procedures and processes.**

#### **In School Suspension (ISS)**

Students serving an In School Suspension will report to the attendance office with their books and materials for that day. Students will be given their assignments for that day. They may earn up to 80% of their earned grade on work completed in ISS. Tests may be given during ISS or on the day of return to class. Students are limited to ten (10) days of accumulated ISS's in a semester.

\*See Handbook, Discipline Policy, Level III, Number 12. Students continually failing to comply with the directions of the ISS instructor may be subject to out-of-school suspensions.

#### **Friday Night School**

Students serving a Friday Night School should report to the designated room by 3:30 p.m. Friday Night Schools are assigned by two (2) hour sessions. Students will be released at 5:30 p.m. Students should bring school materials to work on during this time. Failure to serve a Friday Night School will result in In School Suspension or Out-of-School Suspension.

Penalties for cumulative referrals for failing to serve Friday School in a semester:

1st Offense - 1 Day of ISS

2nd Offense - 2 Days of ISS

3rd Offense - Out-of-School Suspension.

#### **Whitewater Technical Career Center (WTCC) Disciplinary Policy**

Disciplinary actions which affect RCHS/WTCC students will be reciprocal. For example, a student suspended at RCHS will also be suspended at WTCC, or vice versa. RCHS attendance policies also apply to our students as they attend WTCC.

---

---

### **STUDENT DRESS POLICY**

The Board of Education has established the following dress policy for students.

Clothing should be suitable for school. Some types of dress and grooming habits detract from a learning atmosphere and will not be permitted in school. Coaches and instructors of extracurricular activities, upon approval of their building principals, may establish specific guidelines which will be strictly enforced by the administration and supported by the school board.

All administrators and teachers have the responsibility and duty to enforce all aspects of the dress policy and shall take whatever action is necessary to be certain that the policy is enforced to the extent of its meaning.

The following guidelines (within compliance of the school board) have been developed.

1. Tops must be long enough that they could be tucked in. The midriff area must be covered both standing and sitting. Neckline should be appropriate and shoulders must be covered.
2. Clothing or any other item of apparel, including jewelry, which advertises, displays, or refers to nonprescription drugs, controlled substances or illegal drugs, tobacco, sexual references, alcoholic beverages, or T-shirts that are inappropriate or vulgar are not considered suitable for school. Chains, spike jewelry, or potentially harmful accessories are not appropriate.
3. No hats, bandannas, or hair coverings are to be worn in the building.
4. Shirts/Dresses should be appropriate for school with sleeves. Undergarments are not to show.
5. Oversized pants or pants with excessively large pockets are considered inappropriate for school purposes and present the opportunity to conceal contraband; therefore, they will not be allowed.
6. All skirts, slits in skirts, and shorts must meet the “fingertip rule.”
7. All skirts/shorts should be loose-fitting, comfortable, and in common decency. No overly tight (per staff judgment) pants, shorts or skirts of any type or length are to be worn.
8. No torn or cut pants or jeans, etc., above the fingertip rule will be permitted at school. **Pants should not be long enough to be under foot.**
9. No tube tops or tank tops are to be worn by girls or boys.
10. No bare feet. Shoes/sandals must be worn at all times.
11. Any type of dress or jewelry that causes a class disruption may result in a referral and placement in ISS until the disruption is resolved.

**Students may be offered appropriate dress by the school, or they may be placed in ISS until proper dress can be obtained. Also, students may be issued an appropriate dress checklist that they carry throughout the day to ensure compliance is maintained each block. Students who continually fail to comply with the dress code will be placed at Level I of the school’s discipline policy and be handled accordingly.**

---

## RUSHVILLE CONSOLIDATED HIGH SCHOOL ATHLETICS

---

### Athletics-Male

Football  
Soccer  
Tennis  
Cross Country  
Basketball  
Wrestling  
Swimming  
Track  
Baseball  
Golf

### Athletics-Female

Volleyball  
Soccer  
Golf  
Cross Country  
Basketball  
Gymnastics  
Swimming  
Track  
Softball  
Tennis

### **Eastern Indiana Athletic Conference**

Connorsville	Batesville
Lawrenceburg	Rushville

Franklin County
East Central

Greensburg
South Dearborn

### **RCHS Training Regulations**

#### **I. Terminology:**

**Practice-Contest Season** means the number of days during which a specific sport’s practices and contests take place. (From the first day of IHSAA sanctioned practice up to and including the IHSAA state tournament for a specific sport.)

**Out-of-Season** means the number of days during which a specific sport’s practices and contests do not take place. (This would include the time period from the last contest date for baseball in June until the first practice date for football in August.)

**Year** means 365 days from the day of the training violation.

## **II. Purpose:**

- A. To build character, morality, and responsibility into RCHS athletics.
- B. To create uniformity of disciplinary action throughout the RCHS Athletic Program.
- C. To give RCHS athletes a consistent set of training regulations to follow.

## **III. Violations Determination:**

All RCHS Training Rules violations must be determined by a member of the RCHS Coaching Staff or by a member of the RCS Administrative Staff. When a violation occurs, the athlete, the athlete's parents, and all RCHS coaches will be notified of the situation. As in other school matters, the student has the right to appeal through due process procedures.

## **IV. Suspensions Determination:**

All RCHS Training Rules suspensions will be made collectively by the head coach(s) of the athlete, the athletic director, and the principal. When a suspension occurs, the athlete, the athlete's parents, and all RCHS coaches will be notified of the decision. As in other school matters, the student has the right to appeal through due process procedures.

## **V. Regulations and Rationale:**

- A. **No use or possession of drugs (except as prescribed medically), no consumption or possession of alcoholic beverages, and no use or possession of any form of tobacco or nicotine and/or vapor devices. Penalty:**

### **First violation during practice-contest season**

(1) Suspension of the athlete from the team for up to 50% of the total contests in the next practice-contest season he/she is participating in. Suspension may overlap into the next season if the percentage of suspension cannot be served in the current season. **ALSO**, in an extreme case, an athlete could be suspended from participation on all athletic teams for up to, but not to exceed, one year (365 days).

(2) In addition to suspension, the athlete could be required to be referred for counseling and/or rehabilitation.

### **First Violation out-of-season**

(1) Suspension of the athlete from the team for up to 50% of the total contests in the next practice-contest season he/she participates in. **ALSO**, in an extreme case, an athlete could be suspended from participation on all athletic teams for up to, but not to exceed, one year (365 days).

(2) In addition to suspension, the athlete could be required to be referred for counseling and/or rehabilitation.

### **Second Violation during practice-contest season or out-of-season**

(1) Suspension of the athlete from participation on all athletic teams up to, but not to exceed, one year (365 days).

(2) In addition to suspension, the athlete could be required to be referred for counseling and/or rehabilitation.

## **Rationale:**

IHSAA By-Laws provide in Rule 8, Section 1, that the conduct of an athlete in and out of school shall be such as (1) not to reflect discredit upon his/her school or the association, or (2) not to create a disruptive influence on the discipline, good order, morale, or educational environment in the school.

## **Drugs:**

The use of nonprescribed drugs is illegal in the State of Indiana. The use of nonprescribed drugs may result in physical or mental injury to the athlete.

## **Alcoholic Beverages:**

The use of alcoholic beverages is illegal for persons under the age of twenty-one in the State of Indiana. It decreases the maximum physical and mental performance and may cause injury to the athlete.

**Tobacco:**

The use of tobacco, nicotine, and/or vapor devices can decrease maximum physical performance and may cause injury to the athlete.

**B. Violation of public, criminal, or civil law.** Penalty:**During practice-contest season or out-of-season**

Suspension of the athlete from participation on all athletic teams for up to, but not to exceed, one (1) year (365 days).

**Rationale:**

See Rationale in #2 above.

**C. Other behavior that may result in discredit to the athlete, team, school, community, or other parties not herein described.** Penalty:**During practice-contest season or out-of-season**

Suspension of the athlete from participation on all athletic teams for up to, but not to exceed, one (1) year (365 days).

**Rationale:**

See Rationale in #2 above.

**D. Additional training rules and regulations may be enforced by individual coaches.**

Violators of those rules and regulations will be disciplined by individual coaches.

Each RCHS athlete will receive an individualized copy of his/her coach's rules and regulations.

**IHSAA ELIGIBILITY RULES FOR STUDENTS IN GRADES 9, 10, 11, 12****YOU ARE INELIGIBLE IF:****1. AGE**

- You are 20 years of age prior to or on the scheduled date of the IHSAA State Finals tournament in a sport.

**2. AMATEURISM**

- You play under an assumed name.
- You accept money or merchandise directly or indirectly from athletic participation.
- You sign a professional contract in that sport.

**3. AWARDS/GIFTS**

- You receive in recognition for your athletic ability any award not approved by your high school principal or the IHSAA.
- You use or accept merchandise as an award, prize, gift or loan, or purchase such for a token sum.
- You accept awards, medals, recognitions, gifts, and honors from colleges/universities or their alumni.

**4. CONDUCT/CHARACTER**

- You conduct yourself in or out of school in a way which reflects discredit on your school or the IHSAA.
- You create a disruptive influence on the discipline, good order, morale, and educational environment in your school.

**5. ENROLLMENT**

- You did not enroll in school during the first 15 days of a semester.
- You have been enrolled more than four (4) consecutive years, or the equivalent (e.g. 12 semesters in a trimester, etc.) beginning with grade 9.
- You have represented a high school in a sport more than four (4) years.

**6. ILLNESS/INJURY**

- You are absent five (5) or more consecutive school days due to illness or injury and do not present to your principal written verification from a physician licensed to practice medicine stating that you may resume participation. Student must also be cleared through the Rush Memorial Hospital trainer to return to practices/competition after being released by a physician and/or nurse practitioner.
- An RCHS student that becomes ill must attend/have attended a minimum of two (2) complete block periods to be eligible to participate in an athletic practice or game the same day. This does not include lunch period. (The two {2} complete block periods or the equivalent may constitute any part of the curricular school day, however one of the two blocks must be the last period of the day.)



## **7. PARTICIPATION**

### **a) During Contest Season**

- You participate in tryouts or demonstrations of athletic ability in that sport as a prospective post-secondary student athlete.
- You are on a junior high school (grade 9) team and participate with or against a student enrolled in grade 11 or 12.
- You participate in an organized athletic contest with or against players not belonging to your school.
- You participate as an individual on any team other than your school team.
- You participate as an individual without following the criteria for the outstanding student athlete.
- You attend a non-school camp.
- You attend and participate in a student clinic.

### **b) During School Year Out-of-Season**

- You participate in a team sport contest where admission is charged, or as a member of a non-school team where there are more than the following number of students listed below in each sport who have participated the previous year in a contest as a member of their school team in that sport.  
Basketball-3    Baseball-5    Football-6    Volleyball-3    Softball-5    Soccer-7
- You receive instruction in team sports from individuals who are members of your high school coaching staff.

### **c) During Summer**

- You participate in a team sport contest as a member of a non-school team where there are more than the following number of students listed below in each sport who have participated the previous year in a contest as a member of their school team in that sport (Exception: Baseball and Softball).  
Basketball-3    Football-6    Volleyball-3    Soccer-7
- You receive instruction in a team sport from individuals who are members of your high school coaching staff.

#### **\* (Exceptions-Open Facilities)**

- You attend a non-school camp and/or clinic after Monday of Week 3 in football and Monday of Week 4 for all other sports. (See your athletic director for specific dates.)

## **8. PRACTICE**

- You have not completed the required number of separate days of organized practice in a sport under the direct supervision of the high school coaching staff preceding participation in a contest.

## **9. SCHOLARSHIP**

- You did not pass five (5) full credit subjects and/or did not receive full credit or the equivalent in your previous grading period. Semester grades take precedence.
- You are not currently passing in five (5) full credit subjects or the equivalent.

## **10. CONSENT AND RELEASE CERTIFICATE**

- You do not have the completed certificate on file with your principal each school year, between May 1 and your first practice.

## **11. TRANSFER**

- You transfer from one school to another primarily for athletic reasons.
- You were not enrolled in your present high school last semester or at a junior high school from which your high school receives its students unless:
  - a) You are entering the 9th grade for the first time.
  - b) You are transferring from a school district or territory with a bona fide move by your parents.
  - c) You are a ward of the court.
  - d) You are an orphan.
  - e) You transfer to reside with a parent.
  - f) Your former school closed.
  - g) Your former school is not accredited by the state accrediting agency in the state where the school is located.
  - h) Your transfer was pursuant to school board mandate for redistricting.

- i) You enrolled and/or attended, in error, a wrong school.
- j) You transferred from a correctional school.
- k) You are emancipated.
- l) You did not participate in any contests as a representative of another school during the preceding 365 days.
- m) You return to an IHSAA member school from a nonmember school and reside with the same parent/s or guardian/s.
- n) You transfer to a member boarding school with a corresponding move from the residence of your parent/s, or you transfer from a member boarding school with a corresponding move to the residence of your parent/s.
- o) You are a qualified, foreign exchange student attending under an approved CSIET program.

## 12. UNDUE INFLUENCE

-You have been influenced by any person to retain or secure you as a student or one or both parents or guardians as residents.

### Student Insurance

RCHSAA does not offer athletic insurance; therefore, the only coverage would be by the insurance provided by the family.

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills (Students must complete at least one of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: <ul style="list-style-type: none"> <li>• Project-Based Learning Experience; OR</li> <li>• Service-Based Learning Experience; OR</li> <li>• Work-Based Learning Experience.</li> </ul>
3) Postsecondary-Ready Competencies (Students must complete at least one of the following)	<ul style="list-style-type: none"> <li>• Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR</li> <li>• ACT: College-ready benchmarks; OR</li> <li>• SAT: College-ready benchmarks; OR</li> <li>• ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR</li> <li>• State- and Industry-recognized Credential or Certification; OR</li> <li>• Federally-recognized Apprenticeship; OR</li> <li>• Career-Technical Education Concentrator4: Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR</li> <li>• AP/IB/Dual Credit/Cambridge International courses5 or CLEP Exams: Must earn a C average or higher in at least three courses; OR</li> <li>• Locally created pathway that meets the framework from and earns the approval of the State Board of Education.</li> </ul>

**RUSH COUNTY SCHOOLS'**  
**MESSAGE TO PARENTS**

**RUSH COUNTY SCHOOLS' DIRECTORY**

<u>SCHOOL</u>	<u>ADDRESS</u>	<u>TELEPHONE</u>	<u>ADMINISTRATOR</u>
Administrative Offices	330 West Eighth Street Rushville, Indiana 46173	932-4186 FAX 938-1608	Matt Vance, Superintendent  Melissa Leap, Director of Curriculum and Instruction Kim Nicholson, Director of Differentiated Learners
Arlington Elementary	2533 N. 700 W. Arlington, Indiana 46104	663-2416 FAX 663-2723	Julie Innis, Principal
Benjamin Rush Middle	1601 North Sexton Street Rushville, Indiana 46173	932-2968 FAX 938-2011	Mark Scheidler, Principal Derek Sumpter, Assistant Principal
Milroy Elementary	300 N. Walnut Milroy, Indiana 46156	629-2323 FAX 629-2250	Nancy Schroeder, Principal
Rushville Consolidated High School	1201 Lions Path Rushville, Indiana 46173	932-3901 FAX 932-4051	Robert Hadley, Principal Maria Peek, Assistant Principal Mark Mendoza, Dean of Students
Memorial Gymnasium	1110 Lions Path Rushville, Indiana 46173	932-2984 FAX 932-4798	Melissa Marlow, Athletic Director Heidi Cox, Assistant Athletic Coordinator
Agri-Business & Technology	1501 North Sexton Street Rushville, Indiana 46173	932-5313 FAX 932-4663	Blair Orme, Vocational Agriculture
Rushville Elementary East	390 West 16th Street Rushville, Indiana 46173	938-1616 FAX 938-2417	Erin Tilley, Principal
Rushville Elementary West	410 West 16th Street Rushville, Indiana 46173	938-1509 FAX 938-1703	Pat Anderson, Principal
Transportation	1501 North Sexton Street Rushville, Indiana 46173	932-5421 FAX 932-4663	Tim Hancock, Director
Operations Center Maintenance	1605 North Sexton Street Rushville, Indiana 46173	938-1922	Tim Hancock, Director

**BOARD MEMBERS**

President	Mr. Michael Beard
Vice President	Mr. Doug Marlow
Secretary	Mrs. Tammy Jackman
Member	Mr. Jeff Amos
Member	Mr. Ron Lienemann
Member	Mr. Steve R. Sickbert
Member	Mr. Jeff Slaton
Attorney	John Worth - Worth Law
Director of Finance	Bryce Welsh
Deputy Treasurer	Debbie Pavey
Executive Secretary	Michele Kessler

## **EQUAL EDUCATION OPPORTUNITY**

It is the policy of Rush County Schools to provide an equal education opportunity for all students. Any person who believes that the School or any staff person has discriminated against a student on the basis of race, color, creed, age, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the Corporation, or social or economic background, has the right to file a complaint. A formal complaint may be made in writing to the Superintendent listed below:

Mr. Matt Vance  
Superintendent  
765-932-4186

The complaint should be submitted in writing with all available pertinent information. The complaint will be investigated and a response, in writing, will be given to the concerned person within 30 days. The response may provide additional information concerning access to equal education opportunity. Under no circumstances will the Corporation threaten or retaliate against anyone who raises or files a complaint.

## **EMERGENCY CLOSING OF SCHOOLS**

There are times it becomes necessary to delay or cancel school because of adverse weather conditions. School closings and/or delays will be announced via telephone messaging system, over the radio and TV stations as soon as it is possible to get it on the air. The following stations will carry this bulletin: WIFE-FM (94.3) Rushville and Television Channels 6, 8 and 13.

When school is closed because of bad weather, the school administration (principal and superintendent) shall determine, that day, whether a scheduled activity for that afternoon and/or evening will be held.

When it becomes necessary to close school during the school day, every effort will be made to coordinate bus schedules and to notify parents through the radio station as to when to expect students home. On days when questionable weather conditions exist, parents are urged to monitor the radio station in order to be informed. When possible all students throughout the school system will be dismissed at the same time in order for parents to know when to expect them home.

## **STUDENT BUSING REGULATIONS RESPONSIBILITY OF BUS DRIVERS**

School bus drivers are to maintain appropriate supervision and discipline of student passengers' enroute to and from school. To assure safety, school bus drivers will enforce rules as outlined below.

### **RULES FOR STUDENTS**

1. Immediately after boarding, each student shall be seated as assigned by the driver.
2. Standing or moving from place to place is prohibited while enroute.
3. Misconduct, including loud, boisterous, or profane language, teasing, scuffling, tripping, restraining, hitting, or any other objectionable behavior will not be tolerated.
4. No windows or doors may be opened or closed without permission of the driver.
5. No pupil shall enter or leave the bus until it has come to a full stop and the door has been opened by the driver.
6. The student should be waiting at his/her boarding station when the school bus arrives; drivers are responsible for maintaining the bus schedule and shall use their own discretion in waiting for students who are late for pickup.
7. Students are to obey the driver, reporting promptly to school officials when asked.
8. On the school bus, a student is not allowed to eat, drink, or use tobacco, drugs, or any other controlled substance or possess drug paraphernalia.
9. Students should be silent when a bus is nearing a railroad crossing.
10. Only children enrolled in school will be transported and they must adhere to their designated stations for loading and unloading.
11. Whenever possible, a student is to inform the driver of expected absence from school.

A due process procedure has been established regarding disciplinary situations on buses in the Rush County Schools.

## **STUDENT SAFETY**

To help ensure safety, students can assist by following the rules.

1. Stay off the traveled roadway at all times while waiting for the bus.
2. When attempting to get on or off, wait until the bus comes to a complete stop.

3. Enter or leave the bus through the front door only (except during an emergency or evacuation drill), and only after the bus has come to a complete stop.
4. If you must cross a traveled roadway after exiting the bus, remember directions as follows:
  - (a) Wait until the bus stops moving.
  - (b) After stepping off the bus, walk several feet (8-10) beyond the front of the bus to become within clear sight of the driver and wait for the proper signal for crossing. Never attempt to cross the roadway from behind the bus.
5. Help keep the bus clean; do not attempt any acts of vandalism.

## **RESPONSIBILITY OF PARENTS**

Parents whose children are transported are to:

1. ensure that their children arrive at the bus stop on time in the morning.
2. provide necessary supervision of their children going to and from the bus stops.
3. cooperate with the driver and school officials for proper conduct of students.
4. provide written permission for a student to be delivered at a stop (emergencies only) other than his/her designated station.
5. keep this information for future reference.

## **DESS POLICY**

### **RCS SCHOOL BOARD POLICY #5511**

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

Accordingly, the Superintendent shall establish such grooming guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming practices which:

- A. present a hazard to the health or safety of the student himself/herself or to others in the school;
- B. interfere with school work, create disorder, or disrupt the educational program;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such guidelines shall establish the dress requirements for members of the athletic teams, bands, and other school groups when representing the Corporation at a public event.

The Superintendent shall develop administrative guidelines to implement this policy which:

- A. designate the principal as the arbiter of student dress and grooming in his/her building;
- B. invite the participation of staff, parents, and/or students in the preparation of a dress code which may specify prescribed dress and grooming practices, but may not amplify the rationale of prohibition established by Board policy;
- C. instruct staff members to demonstrate, by example and precept, personal neatness, cleanliness, propriety, modesty, and good sense in attire and appearance;
- D. ensure that all administrative guidelines impose only minimum and necessary restrictions on the exercise of the student's taste and individuality.

Students who violate the foregoing rules will not be admitted to class and may be suspended from school.

## **RIGHT TO INSPECT CERTAIN INSTRUCTIONAL MATERIALS**

The parent or guardian of a child enrolled in a school within the School Corporation shall be entitled to inspect any instructional materials which will be used in connection with a survey, a personal analysis, or an evaluation, which is not a direct part of the academic instruction. Instructional materials include teachers' manuals, student texts, films, other video materials, or tapes.

Any complaints arising under this policy may be submitted in accordance with the policy for parental (public) complaints.

## **STUDENT SUBMISSION TO SURVEYS, PERSONAL ANALYSIS, OR EVALUATIONS OF SCHOOL CURRICULUM**

No student shall be required without prior written consent of the student's parent or guardian, or prior consent of a student if the student is an adult or is emancipated, to submit to a survey, a personal

analysis, or an evaluation not directly related to the academic instruction which reveals information concerning:

1. political affiliations;
2. religious beliefs or practices;
3. mental or psychological conditions that may embarrass the student or his/her family;
4. sexual behavior and attitudes;
5. illegal, antisocial, self-incriminating or demeaning behavior;
6. critical appraisals of other individuals with whom the student has a close family relationship;
7. legally recognized, privileged or confidential relationships, including a relationship with a lawyer, physician, or minister; or
8. income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program)

Any consent form used in compliance with this policy must state the contents and nature of the personal analysis, survey, or evaluation. Consent forms are available in each principal's office.

LEGAL REFERENCE: I.C. 20-30-5-17

## **MOTOR VEHICLES**

Attendance in school is compulsory as provided in Indiana Code 20-33-2. Failure of the child to attend school even one day without an excuse is considered truancy. An excused absence or an absence due to suspension, expulsion, exclusion, illness, incarceration or lawful removal of the student from school by the parent or guardian is not truancy.

### **Section I Habitual Truancy and Driver's License**

- A. Indiana Law provides that any person, while of the ages of 13 and 14, who is determined to be a habitual truant as defined by school board policy, cannot be issued an operator's license or learner's permit until the age of 18.
- B. The term "habitual truant" may be evidenced by the following:
  1. Defiance of parental authority in the failure to attend school.
  2. A repeated, continuous pattern of absences over a period of time such as a grading period.
  3. A larger number of aggregate absences over the period of a school year.
  4. More than three (3) judicial findings of truancy.

It is also established that not all unexcused absences should be considered as truancy, only those absences that are in defiance of parental authority should be considered. In establishing a pattern of truancy, the Rush County Schools has decided that a student will be declared a habitual truant after three such absences per school year. A warning to student and parent/guardian will be issued in writing after each such absence.

### **Section II Expulsion and Suspension**

#### **A. Issuance of License or Permit**

1. Indiana Code 9-24-2 states: "An operator's license or learner's permit may not be issued to a person less than eighteen (18) years of age who is under:
  - (1) at least a second suspension from school for the school year under IC 20-33-8
  - (2) an expulsion from school under IC 20-33-8

### **Section III Invalidation of License or Permit**

1. Indiana Code 9-1-4-33.4(a) states:

"If a person is less than eighteen (18) years of age and is under a suspension, expulsion, or exclusion as described in section 29(g) of this chapter, the department shall, upon notification by the person's principal, invalidate the person's license or permit until the earliest of the following events:

  - (1) The person becomes eighteen (18) years of age;
  - (2) 120 days from date of second suspension or 180 days from date of expulsion or exclusion;
  - (3) The suspension, expulsion, or exclusion is reversed after the person has had a hearing under IC 20-33-8-19.
2. For purposes of the invalidation of a license/permit, the principal shall notify the State Bureau of Motor Vehicles in the following circumstances, with each notice indicating the length of the invalidation period:
  - a. The student receives a second suspension from school in any one school year;
  - b. The student is expelled from school for any reason established by the state statute

and/or this school system or is excluded for the grounds stated in Indiana Code 20-33-8.

3. Should any such second suspension, expulsion, or exclusion be reversed after the student has utilized the procedure under Indiana Code 20-33-8-19, the principal shall notify the State Bureau of Motor Vehicles directly in writing.
4. Should the principal have reason to believe that a 17 year-old student, or a 16 year-old student with the written consent of his/her parents/custodians, is quitting school in order to avoid a second suspension the school year or an expulsion or exclusion for misconduct, the principal is given discretion to consider such an offer to quit, to reject the offer, to continue with the suspension, expulsion or exclusion proceeding, and to notify the Bureau of Motor Vehicles of the outcome of such proceedings.

#### Section IV New Students

For the purposes of this policy, the principal of a newly enrolled student shall oversee the development of procedures to obtain and review the attendance and discipline records from the student's previous school(s), and shall treat such records as if the conduct of the student recorded therein had occurred within this school system. Similarly, the principal shall recognize a previous school's designation or determination of truancy and habitual truancy, as well as any suspension, expulsion, or exclusion for misconduct.

#### Section V Non-Public School Students

The principal shall be deemed to have no authority or duty to sign an eligibility form to accompany the application for a person not enrolled in this public school system.

### **GUIDELINES FOR PUPILS**

Any professional employee acting within the procedures described by these guidelines will be supported by the Board and the central office staff.

Each teacher shall be responsible for the order and discipline of pupils in his or her own room and immediate surroundings. In maintaining a well-disciplined room, a positive approach to elicit good behavior shall be used to avoid the necessity of disciplinary action.

It is the responsibility of the parent or guardian to instill within the individual child the proper standards of acceptable behavior. The parent should insist that the child follow the rules of the school at all times.

It is understood that:

1. The public school teacher and authorities of the school stand in loco parentis (acting in place of parents) of the child.
2. School authorities have the power and responsibility to adopt appropriate rules and regulations for governing of the schools under their control.
3. When a student's behavior disrupts learning, either of the student himself and/or the learning of others, the teacher and/or school officials are obligated to investigate the cause of such behavior and initiate appropriate remedial action, including immediate contact with the parent.

### **CLASSROOM MANAGEMENT**

It is imperative that each teacher plan and organize class work to instill proper motivation for learning. Through such planning and organization, it is hoped that desirable outcomes for pupils' self-discipline will be achieved. The school principal and staff are committed to subscribing to a positive learning atmosphere in the school. The principal must assume responsibility for setting up building standards for pupil conduct in cooperation with the teaching staff. Building conduct standards shall be made available to teachers, pupils, and parents.

Some preventive measures for alleviating the need for disciplinary action encourage the teacher to be responsible for the following:

1. having a strong background of subject matter to fit units of work relative to courses of study;
2. using proper materials (tests, audio visual, etc.);
3. utilizing techniques in the classroom to inspire pupils to question and to think;
4. maintaining an attractive room complemented by displays and children's work;
5. setting room standards designed by both pupils and teachers;
6. teaching group work as well as giving individual attention where and when needed;
7. being consistent in maintaining standards so that the teacher serves as an example;

8. using voice properly;
9. rewarding/praising, giving pupils opportunities to gain success; and
10. recognizing the development of potential misbehavior and taking appropriate preventive action at once.

Teachers should make every effort to understand each pupil. As a means of gaining this understanding the following suggestions are given:

1. referral to the pupil's cumulative folder for background information;
2. teacher conference with the pupil;
3. teacher conference with pupil and administrator;
4. teacher and/or administrator conference with pupil and parents;
5. aid from counselor, psychologist, nurse, speech therapist, or others who may be able to assist in reaching the pupil.

The teacher or administrator may find it necessary to resort to immediate and limited action to correct pupil misbehavior. Following are some suggested means of improving behavior:

1. The child may be corrected verbally, even in front of the class or other pupils, if necessary.
2. The principal and teacher should discuss and agree on corrective measures to be taken, such as withdrawal of privileges, isolation from classmates, keeping after school, etc.
3. The teacher or principal may take hold of a child for corrective action.

## **SCHOOL SAFETY**

All Rush County Schools' buildings have a Crisis Management Plan unique to each building. These plans are updated annually in accordance with Indiana State Law. Due to the sensitive information contained in these plans, they will be available only to committee members and school employees. Emergency drills are conducted to comply with Crisis Management Plans and Indiana State Law. **Law enforcement will be notified when required by law and in additional discipline issues at the discretion of the school administration.**

## **RUSH COUNTY SCHOOLS DISCIPLINE POLICY**

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 discipline a student. In this event and in accordance with the provisions of IC 20-33-8, administrators and staff members may take the following actions (if not superseded by special education law):

1. **REFERRAL FROM CLASS OR ACTIVITY – TEACHER:**
  - 1) A middle school or high school teacher will have the right to refer a student from his/her class or activity to the office for a period of up to 1 (one) school day.
  - 2) An elementary teacher will have the right to refer a student from his/her classroom or activity to the office for a period of up to 1 (one) school day.
2. **REMOVAL FROM CLASS OR ACTIVITY – PRINCIPAL:** A school principal (or designee) may remove a student from class and assign the student to in-school suspension or other alternative placement coupled with a teacher assigning the removed student regular or additional school work related to the class. (See details for a removal below.)
3. **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 10 (ten) school days.
4. **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 violation of sections C and D listed under the grounds for Suspension and Expulsion in this policy.

## **REMOVAL FROM CLASS OR ACTIVITY**

A removal is an action taken for significant interference to the educational setting. Less significant interferences such as tardiness may receive consequences such as in-school suspension, but are not considered a removal. A removal does not include a short-term placement of a student in a hallway or another location or sending the student to the building office (referral) to address behavior issues and such short-term placements do not require the teacher to assign school work in relation to these actions unless there is a pattern of such short-term placements that, taken together, amount to a removal from the classroom by the principal.

When a student is removed, the principal may place the student in another appropriate class or placement or into in-school suspension. The principal may not return the student to the class from



which the student was removed until the Principal has met with the student, the student's teacher, and the student's parents to determine an appropriate behavior plan for the student. At the principal's discretion, the student may be moved to another class if the student's parents do not meet with the principal and the student's teacher within a reasonable amount of time. Meetings may take place by telephone, email, or in person. When necessary a meeting may be a documented written exchange.

## **PHYSICAL RESTRAINT AND SECLUSION**

Physical restraint may be used when necessary when a student poses a danger of seriously hurting someone, including themselves. Each building will have selected faculty members that will be trained specifically in the use of de-escalation and restraints. The faculty trained will be those most likely to encounter students that might need restraint. Reports of physical restraint will be made to the building principal. Seclusion occurs when someone is placed in a room or location where they are alone and prevented from leaving that location. Seclusion is not an in school suspension or time out when the student is supervised and not prevented from leaving. If a student has a history of dangerous behavior, the school administration may require a student to develop a behavior plan along with the parent to explain procedures in more detail. Special education students may have more detailed behavior plans as a part of their IEPs.

## **DUE PROCESS**

The law mandates and prescribes certain procedures to guarantee that students in the schools of Indiana receive fair treatment in disciplinary matters at the hands of school officials. The law defines and provides for two types of disciplinary action: expulsion and suspension. Suspension refers to the prohibiting of attendance for ten consecutive school days or less. Expulsion means disciplinary action whereby a student is suspended from school attendance in excess of ten consecutive days. The length of an expulsion will comply with current Indiana Code.

Law enforcement officers will be contacted to take possession and further investigate any illegal materials confiscated. Examples may include, but are not limited to, tobacco or tobacco products, alcohol, drugs or drug paraphernalia, weapons, etc.

## **GROUND'S FOR SUSPENSION OR EXPULSION:**

The grounds for suspension or expulsion listed in section A. below apply when a student is:

- a. 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);
- b. Off school grounds at a school activity, function, or event; or
- c. 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 and/or substantial disobedience. 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 comparable 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 subdivision:
  - 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 educational 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, or planning 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, however, constitute a violation of this provision.
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, carried out, could result in harm to another person or persons or damage property when the student has information about such actions or plans.
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, or transmitting a knife or any object that can reasonably be considered a weapon, or is represented to be a weapon, or looks like a weapon.
11. Possessing, handling, 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 or event.
  - 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 filed annually. The written authorization must be done by a physician and must include the following information:
    1. That the student has an acute or chronic disease or medical condition for which the physician had prescribed medication.
    2. The nature of the disease or medical condition requires emergency administration of the prescribed medication.
    3. The student has been instructed in how to self-administer the prescribed medication.
    4. 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 other than beverages, substances containing phenylpropanolamine (PPA), stimulants of any kind, or any other similar over-the-counter products.
14. Possessing, using, distributing, purchasing, or selling tobacco and/or nicotine products of any kind or in any form.
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 violating 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 and/or videos (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. Use or possession of gunpowder, ammunition, or an inflammable substance.
  25. Violating any rules that are reasonably necessary in carrying out school purposes or an educational function, 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 hairstyle, that is profane, indecent, lewd, vulgar, or refers to drugs, tobacco, alcohol, sex, or illegal activity, or is plainly offensive to the 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, a cellular telephone, or any other telecommunication device in a situation not related to a school purpose or educational function.  
It is preferred that cell phones are left at home; however, students will not be disciplined if the following are followed:
    - a. High school and middle school students must leave cell phones in lockers throughout the day. Cell phones must never be on during school hours without specific permission by school personnel.
    - b. Elementary students must have cell phones turned off during school hours. Cell phones must be stored in book bags.
- The school is NOT responsible for cell phones that are lost, damaged, or stolen.
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. 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.
  29. FIREWORKS – No student shall possess or use fireworks on school property, including but not limited to: firecrackers, cherry bombs, bottle rockets, or any other device that is explosive or could be launched.
  30. The use of cameras and video recording devices in locker rooms or restrooms is prohibited.

#### **B. BULLYING**

1. Bullying committed by students towards other students is strictly prohibited. Engaging in bullying activities by use of data or computer software that is accessed through any computer, any computer system, and/or any computer network is also prohibited.
2. This rule may be applied regardless of the physical location in which the bullying behavior occurred as long as the alleged bully and the targeted student attend 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.
3. 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:
  - places the targeted student in reasonable fear of harm to the targeted student's person or property;
  - has a substantially detrimental effect on the targeted student's physical or mental health;
  - has the effect of substantially interfering with the targeted student's academic performance; or
  - 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.
4. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or designee immediately. In addition a parent or student may also report the conduct to a teacher or school counselor who will notify the administration. This

report may be made anonymously and law enforcement may be contacted. School personnel will immediately investigate all reports of bullying.

5. The administration will be responsible for working with the school counselors 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 administration and school counselors 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.
6. The parents of the alleged bully and the targeted student (s) shall be notified immediately.
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. Failure by a school employee who has a responsibility to report or investigate bullying or any other duty under this rule will be subject to appropriate disciplinary action.
9. 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.
10. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
11. 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.

C. POSSESSING A FIREARM OR A DESTRUCTIVE DEVICE

1. No student shall possess, handle or transmit any firearm or a destructive device on school property.
2. The following devices are considered to be a firearm under this rule:
  - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
  - the frame or receiver of any weapon described above
  - any firearm muffler or firearm silencer
  - 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
  - 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
  - an antique firearm
  - a rifle or a shotgun that the owner intends to use solely for sporting, recreational, or cultural purposes
3. For purposes of this rule, a destructive device is
  - an explosive, incendiary, or overpressure device that is configured as a bomb, a grenade, a rocket with a propellant charge of more than four ounces, a 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.
  - 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
  - a combination of parts designed or intended for use in the conversion 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.
4. 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 superintendent may reduce the length of the expulsion if the circumstances warrant such reduction.

5. The superintendent shall immediately notify the appropriate law enforcement agency when a student engages in behavior described in 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 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.
  - 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) (may) notify the appropriate law enforcement agency when a student engages in behavior described in this rule.

#### **E. UNLAWFUL ACTIVITY IC 20-33-8-15**

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.

#### **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;
  - (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.
4. Rush County Schools will notify and cooperate with the Rush County Probation Department on all out-of-school suspensions.

#### **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:
  - (a) legal counsel;
  - (b) 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 parent are given notice of their right to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure 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 appear at 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 expulsion 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 parent.

### **RIGHT TO APPEAL**

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. If the board hears the appeal, it will consider the written summary of the expulsion meeting and the arguments of both the school administration and the student and/or the student's parent. The board will then take any action deemed appropriate.

LEGAL REFERENCE: 20 U.S.C. 8001  
20 U.S.C. 8002  
I.C. 20-33-8

### **AUTHORITY OF SCHOOL PERSONNEL**

In accordance with IC 20-33-8, the superintendent, principal, any administrative personnel, or any teacher of the school corporation shall be 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 such matters as:

1. counseling with a student or group of students;
2. conferences with a parent;
3. assigning additional work;
4. rearranging class schedules;
5. requiring a student to remain in school after regular school hours to do additional work or for counseling; or
6. restriction of extracurricular activity.

NOTE: The provisions stated above shall apply when concerning the movement of students, movement or parking of vehicles, day to day instruction concerning the operation of classroom or teaching station, the time or times for commencement of school, or other standards or regulations relating to the manner in which an educational function is to be carried out.

### **DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES**

Students with disabilities are subject to the discipline rules adopted by the board of school trustees and, therefore, may be suspended or expelled for any violation(s) of such rules for which nondisabled students could also be suspended or expelled. In accordance with I.C. 20-33-8 and 511 IAC 7-29, administrators may take the following discipline actions:

#### **SUSPENSION**

A suspension is defined as a unilateral, temporary removal of a student from the student's current placement. A short-term removal of a student pursuant to the student's individualized education-program is not a suspension. An in-school suspension is not considered a suspension as long as the student is provided both general education and special education services consistent with the student's individualized education program and the student is allowed to participate with nondisabled students as the student would have in the student's current placement.

A student with disabilities may be suspended up to ten (10) consecutive school days for a violation of school rules. Additional suspensions of up to ten (10) consecutive school days for each separate act of misconduct are permissible in the same school year as long as the suspensions do not constitute a pattern of removals from the student's current placement.

Before a student with disabilities can be suspended, the student must be afforded the same due process procedures provided to a nondisabled student.

Educational services do not have to be provided to a student with disabilities during the first ten (10) cumulative days of suspension if educational services are not provided to nondisabled students who have been similarly suspended. Beginning on the 11th cumulative day of suspension in a school

year, a student with disabilities shall be provided educational services. The principal and the student's special education teacher shall determine the services that will be provided to the student.

Whenever a student with disabilities has been suspended for more than ten (10) cumulative days in a school year, a case conference committee meeting must be convened for the purpose of reviewing the student's behavior and developing a behavioral intervention plan. If a behavioral intervention plan already exists, the plan and its implementation must be reviewed.

### **EXPULSION**

An expulsion is defined as the temporary removal of a student from the student's current placement for more than ten (10) consecutive school days. An expulsion also includes a series of suspensions totaling more than ten (10) cumulative days that constitutes a pattern of removal from the student's current placement.

Before a student with disabilities can be expelled from school, the case conference committee must meet to review the student's behavior and develop a behavioral intervention plan or review an existing plan and its implementation. The case conference committee must also review the relationship between the student's disability and the misconduct. If the case conference committee determines the student's behavior was a manifestation of the student's disability, the student may not be expelled. If however, the committee determines the behavior of the student was not a manifestation of the student's disability, the superintendent may appoint an expulsion examiner who will conduct the same expulsion proceedings afforded to nondisabled students. The parent of the student with disabilities may also request a due process hearing in accordance with Article 7 to challenge the manifestation determination of the case conference committee.

While expulsion (or a challenge to the manifestation determination) proceedings are pending, a student with disabilities must remain in the student's current placement unless the parent of the student agrees to a removal of the student from the current placement.

If a student with disabilities is expelled, the student must be provided educational services during the period of expulsion. The case conference committee determines the extent of the educational services that will be provided during the expulsion period and where the services will be provided.

### **EXPULSION FOR WEAPONS OR ILLEGAL DRUGS**

If a student with disabilities either carries a weapon (including a firearm) to school or a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the student may be placed in an interim alternative educational setting for no more than forty-five (45) calendar days. A case conference committee must determine the appropriate alternative educational setting for the student and the educational services the student will receive in the alternative educational setting. A parent of a student with disabilities may request a hearing under Article 7 to challenge the interim alternative educational setting, but during any such hearing, the student must remain in the alternative setting.

A case conference committee must review the student's behavior and develop a behavioral intervention plan or review an existing plan and its implementation. The committee must also review the relationship between the student's disability and the misconduct. If the case conference committee determines the student's behavior was a manifestation of the student's disability, the student may not be expelled. If, however, the committee determines the behavior of the student was not a manifestation of the student's disability, the superintendent may appoint an expulsion examiner who will conduct the same expulsion proceedings afforded to nondisabled students. The parent of the student with disabilities may also request a due process hearing in accordance with Article 7 to challenge the manifestation determination of the case conference committee.

If a student with disabilities is expelled, the student must be provided educational services during the period of expulsion. The case conference committee determines the extent of the educational services that will be provided during the expulsion period and where the services will be provided.

### **REMOVAL FROM PLACEMENT BECAUSE OF LIKELY INJURY**

If a student with disabilities has been suspended or expelled and the school believes returning the student to the educational placement the student was in prior to the suspension or expulsion is substantially likely to result in injury to the student or others, the school may request a hearing under Article 7 to determine an appropriate placement for the student. An independent hearing officer may order a change in the student's current placement to an interim alternative educational setting for up to forty-five (45) calendar days.

### **INJUNCTIVE RELIEF**

School officials may seek injunctive relief from a court to remove a student with disabilities from school or to change a student's placement if the school believes that maintaining the student in the student's current placement is substantially likely to result in injury to the student or others.

LEGAL REFERENCE: 20 U.S.C. 1415

I.C. 20-33-8-1 et. seq.

34 C.F.R. 300.519 – 300.529

511 IAC 7-29-1 - 9

## **HARASSMENT/BULLYING POLICY**

### **RCS SCHOOL BOARD POLICY #5517/5517.01**

Rush County Schools believes that every individual deserves to be able to come to school without fear of demeaning remarks or actions. The harassment/bullying of other students or members of the staff, or any other individuals is not permitted. This includes any speech or action that creates a hostile, intimidating, or offensive learning environment.

### **SEXUAL HARASSMENT POLICY**

Sexual harassment is strictly forbidden at Rush County Schools, on its premises and during its programs and activities. Sexual harassment is any physical or verbal conduct of a sexual nature directed at a person because of his or her sex that interferes with the ability of a student or students to receive an education and is unwelcome and unwanted.

1. Verbal sexual harassment: repeated words or comments of a sexual nature that offend reasonable listeners can be sexual harassment.
2. Nonverbal sexual harassment: Sexual harassment can be the result of nonverbal sexual conduct, such as sexual gestures or actions.

### **CORRECTIVE ACTIONS**

Students are expected to treat their fellow students with dignity and respect at all times on school property and in school programs and activities. Disciplinary action may result from violations of the anti-harassment policy. Violations of this policy may be reported to teachers and administrators. The school strongly encourages students to report immediately.

The school will make prompt and fair action to investigate any report and to stop harassment.

### **STUDENT RESPONSIBILITIES**

Any student who has knowledge of harassment or bullying or feels s/he has been a victim of bullying is encouraged to immediately report his/her concerns to an administrator or supervisor.

### **TEACHER RESPONSIBILITIES**

1. Teachers must take action and respond if a student complains of harassment or if inappropriate conduct is observed or reported.
2. Minor incidents may require counseling by the teacher. This may be enough to stop the harassment if it is a one-time event.
3. Repeated or severe incidents should be reported to the principal.

### **ADMINISTRATOR RESPONSIBILITIES**

1. Disseminate school harassment policy to larger school community and parents.
2. Take immediate and corrective action to stop harassment and remedy any hostile environment that may have been created.
3. The response should take into consideration the age and maturity level of the student or students involved in the incident.

### **Important Notice to Students and Parents Regarding Cell Phone Content and Display**

- The Child Abuse/Neglect Law requires school personnel to report to law enforcement or child protective services whenever there is reason to believe that any person/student is involved with "child exploitation" or "child pornography" as defined by Indiana Criminal Statutes.
- It is "child exploitation," a Class C felony under I.C. 35-42-4-4(b), for any person/student (1) to exhibit, photograph or create a digitalized image of any incident that includes "sexual conduct" by a child under the age of 18; or (2) to disseminate, exhibit to another person, or offer to so disseminate or exhibit, matter that depicts or describes "sexual conduct" by a child under the age of 18.
- It is "child pornography," a Class D felony under I.C. 35-42-4-4(c), for any person/student to possess a photograph, motion picture, digitalized image, or any pictorial representation that depicts or describes "sexual conduct" by a child who the person knows is less than 16 years of



age or who appears less than age 16.

- “Sexual conduct” is defined by I.C. 35-42-4-4(a) to include sexual intercourse, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, or any fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of the child or other person.
- The Indiana Sex Offender Registration Statute at I.C. 11-8-8-7 and the Sex Offender Registry Offense Statute at I.C. 35-42-4-11, as of May 2009, require persons convicted of or adjudicated as a juvenile delinquent for violating the Child Exploitation Statute at I.C. 35-42-4-4(b) to register as a sex offender.
- Because student cell phones have been found in a number of Indiana school districts to have contained evidence of “sexual conduct” as defined above, it is important for parents and students to be aware of the legal consequences should this occur in our school system.

## **SEARCH AND SEIZURE ON SCHOOL PREMISES OR DURING A SCHOOL ACTIVITY**

1. 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:
  - (a) evidence of a violation of the student conduct standards contained in the student handbook;
  - (b) anything which because of its presence presents an immediate danger of physical harm or illness to any person.
2. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are subject to procedures as listed:
  - (a) inspection;
  - (b) maintenance; and
  - (c) search, pursuant to this section.

No student shall lock or otherwise impede access to any locker or storage area 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.
  - (d) A school corporation must provide each student and each student’s parent a copy of the rules of the governing body on searches of students’ lockers and locker content.
  - (e) A student who uses a locker that is the property of the school corporation is presumed to have no expectation of privacy in that locker or the locker’s contents.
  - (f) A principal may, in accordance with the rules of the governing body, search a student’s locker and the locker’s contents at any time.
  - (g) A law enforcement agency having jurisdiction over the geographic area having a school facility containing a student’s locker may:
    - i. at the request of the school principal; and
    - ii. in accordance with rules of the governing body of the school corporation; assist a school administrator in searching a student’s locker and the locker’s contents.
3. The principal, or other 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:
  - (a) searches of the pockets of the student;
  - (b) any object in the possession of the student such as a purse or briefcase; and/or
  - (c) a “pat down” of the exterior of the students’ clothing.

Searches of the person of a student, which require removal of clothing other than footwear, a coat and/or jacket, shall be referred to a law enforcement officer in accordance with subsection C 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 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.

4. The privilege of bringing a student-operated motor vehicle onto school premises is hereby conditioned on written consent by the student driver, the owner of the motor vehicle and the parent or guardian of the student to allow search of that motor vehicle when there is reasonable

cause for a search of that motor vehicle. Refusal by a student, parent or guardian, or the motor vehicle owner to provide or allow access to a motor vehicle, shall be cause for termination without further hearing of the privilege of bringing a motor vehicle onto school premises. The principal or a member of the administrative staff designated in writing by the principal may request a law enforcement officer to search a motor vehicle on school premises, subject to subsection G of this section.

5. 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:
  - (a) seized and admitted as evidence in any suspension or expulsion proceeding if it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing;
  - (b) returned to the parent or guardian of the student from whom it was seized; and/or
  - (c) destroyed if it has no significant value, or turned over to any law enforcement officer in accordance with subsection G.
6. 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:
  - (a) returned to the parent or guardian of the student from whom it was seized;
  - (b) destroyed; or
  - (c) turned over to any law enforcement officer in accordance with subsection G.
7. 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:
  - (a) search any area of the school premises, any student, or any motor vehicle on school premises;
  - (b) identify or dispose of anything found in the course of a search conducted in accordance with the section; or
  - (c) utilize trained dogs for a search.

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

Item B-1: This is limited to the principal or other members of the administrative staff designated in writing by the principal. Therefore, each principal shall designate the following positions:

- A. Superintendent
- B. Assistant Superintendent
- C. Administrative Assistant
- D. Assistant Principal

Item B-2: No designation is necessary and may include a member of the administrative staff or teacher.

Item C-2: The statute and case precedent (Highland Case) is very restrictive. Please note the limits for searches of the person by school personnel in C-1, 2, 3. The first sentence following C-3 should read subsection G and refers to law enforcement officers procedure. The following remainder of this paragraph refers to C-1, 2, 3, procedures (searches of the person). For item C, the following written designations are considered defensible and should be made by the principal:

- A. Superintendent
- B. Assistant Superintendent
- C. Administrative Assistant
- D. Assistant Principal
- E. Female nurse, counselor, teacher

Item G: This provides for such situations as bomb threats and other searches including search of a person beyond the limits of C-1, 2, 3. Please note the last sentence which totally removes the principal and the other school employees from the case. Written designations for section G should be the following:

- A. Superintendent
- B. Assistant Superintendent
- C. Administrative Assistant
- D. Assistant Principal

All written designation should state the name and position of the person being listed. All persons being designated should receive a copy of the written document. A total set of designation letters shall be filed with the Superintendent.

## **NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY INSTITUTIONS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

## **RELEASE OF DIRECTORY INFORMATION**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Rush County Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Rush County Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Rush County Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Rush County Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within 30 days after receipt of the "Message to Parents". Rush County Schools has designated the following information as directory information: a student's name; grade; address; telephone number; photograph; date and place of birth; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; listing on an honor roll, or scholarships.

## **PEST CONTROL AND USE OF PESTICIDES**

### **RCS SCHOOL BOARD POLICY #8432**

The School Corporation is committed to providing a safe environment for students. It seeks to prevent children from being exposed to pests and pesticides. While pesticides protect children from pests that may be found in the school and its surrounding grounds, under some circumstances they may pose a hazard to children. Therefore, pest control practices may involve a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential pesticide exposure.

This notice serves as the annual notice of the pest control policy to parents and staff. For information regarding pest control, you may contact Tim Hancock, Director of Maintenance, at 765-932-4186. Mr. Hancock will establish a registry of parents and staff members that wish to receive advance notice of all pesticide use and provide notice to those listed on the registry. A written record will be maintained for ninety (90) days of any pesticide applications.

The Corporation will provide notice to those in the registry at least two (2) school days prior to the date and time the pesticide application is to occur unless an emergency is declared. The notice will include the date and time of the pesticide application, the general area where the pesticide is to be applied and the telephone number to contact for more information.

In case of emergency pesticide applications, because of immediate threat to the public health, the school shall give written notice as soon as possible.

## **UNAUTHORIZED USE OF SCHOOL PROPERTY**

Any student or other person that is found upon school grounds or in school buildings at any time outside of school hours or without permission of the proper authorities shall be subject to prosecution in the Circuit or Juvenile Court.

## **CONCERNS/COMPLAINT PROCEDURE**

It is the policy of the Board to afford every individual having a complaint an orderly procedure for filing such a complaint so that he may have his complaint properly and carefully attended to, and in order that any person in respect of whom such a complaint is made may be properly protected. The procedure is as follows. Persons wishing to register a complaint or concern in regard to disciplinary action, including corporal punishment, should first discuss the matter with the individual teacher involved. If not satisfied, the discussion should continue with the building administrator. If further discussion is desired, it should be directed to the central administrative office. Unresolved matters may be appealed to the Board of School Trustees. The procedure for appeal in cases of suspension and expulsion is contained in the student Due Process Manual as adopted by the Board of School Trustees as per IC 20-33-8-19. Further information can be found regarding public complaints and concerns by accessing the RCS School Board Policy #9130

## **SCHOOL LUNCH**

Cafeterias are provided in each school with hot lunches prepared daily by an excellent staff. Special federal support programs are made available to qualifying students. The school lunch prices will be as follows:

	Breakfast	Lunch
Grades K – 6	\$1.35	\$2.50
Grades 7 - 12	\$1.35	\$2.50
Adults	\$1.60	\$3.00

## **Board Policy #8500- FOOD SERVICES**

The Board will provide cafeteria or serving facilities in all schools where space and facilities permit and food service for the purchase and consumption of lunch for all students.

The Board also will provide a breakfast program in accordance with procedures established by the State Department of Education.

The Food Service program will comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program. In addition, as required by law, a food safety program that is based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service program staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a licensed physician to have a disability that restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case-by-case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons," but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

On a case-by-case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not identified as having a disability but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For students who need a nutritionally equivalent milk substitute, only a signed request by a parent or guardian is required.

The operation and supervision of the food-service program is the responsibility of the Building Cafeteria Manager. Food services will be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board will assist the program by furnishing available space, initial major equipment, and utensils.

### **Meal Charges**

Lunches sold by the Corporation may be purchased by students, staff members and community residents in accordance with the procedures established by the Superintendent.

The Superintendent shall recommend and the Board shall approve the cost of meals for elementary, middle, and high schools annually.

The Board recognizes that circumstances may result in a student's need to charge lunch or breakfast on occasion and shall permit such charges.

Adult community residents shall not be permitted to charge meals.

The Superintendent shall develop procedures regarding meal charges, which shall be implemented by the Cafeteria Managers. This procedure will provide direction so that students attending Corporation schools who do not have funds in their account or on-hand to cover the cost of their meal at the time of service are treated consistently, parents of students who charge meals are notified when a student charges a meal, and efforts are made to collect the charges made by students so that the unpaid charges are not classified as "bad debt" at the end of the school year.

A significant negative lunch account balance is any balance owed in excess of \$15.00. If a student has a significant negative lunch account balance, s/he shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to his/her negative lunch account balance.

Furthermore, if a student has a significant negative lunch account balance, the student shall not be permitted to charge any à la carte food or beverage items.

Any significant negative lunch account balance should be pursued for collection before it is determined to be uncollectible pursuant to Policy 6151.

The Board's policy and Superintendent's procedure related to meal charges shall be distributed in writing to all households at the start of each school year and to households transferring to the school or Corporation during the school year. Additionally, the Board's policy and Superintendent's procedure related to meal charges shall be distributed to all Corporation staff responsible for policy enforcement, including Corporation food service employees, accounting staff, and all other staff involved in enforcing any aspect of the meal charge policy at the beginning of the school year. If the Corporation contracts with any third party to provide food services, the Board policy and Superintendent's procedure also must be distributed to the contractor and its employees working in the Corporation schools.

A lunch account becomes inactive after 4 weeks with no deposits or withdrawals. An inactive lunch account that has a positive balance of \$10.00 or less may be receipted back into the school lunch fund where the School Lunch Program funds are maintained. An inactive lunch account that has a nominal negative account balance of \$10.00 or less may be offset against the positive balances in the Fund; provided, however, that if the parent requests and can document entitlement to the positive balance in the account, the parent is entitled to a refund of that amount.

#### **Bad Debt/Uncollectable Debt**

Significant negative lunch account balances that are not collected in the year when the debt was incurred shall be classified as bad debt. Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Once classified as bad debt, non-Federal funding sources shall reimburse the school lunch program account for the total amount of the bad debt. If funds to reimburse the Corporation for this bad debt are not available from another source, such as school or community organizations (like the PTA) or any other non-Federal source, the funds to reimburse the school lunch program shall be transferred from the Corporation general fund or other State or local funding to make that reimbursement.

Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 C.F.R. 210.9(b)(17) and 7 C.F.R. 210.15(b). Any related collection costs, including legal costs, arising from such bad debt after they have been determined to be uncollectable also are unallowable.

Bad debt may be removed from accounts receivable in accordance with Policy 6151.

In accordance with Federal law, Building Cafeteria Manager will take such actions as are necessary to obtain a minimum of two (2) food safety inspections per school year, which are conducted by the State or local governmental agency responsible for food safety inspections. The report of the most recent inspection will be posted in a publicly visible location, and a copy of the report will be available upon request.

A periodic review of the food-service accounts will be made by the Director of Finance. Any surplus funds from the National School Lunch Program will be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from à la carte foods may accrue to the Food Service program.

With regard to the operation of the Corporation Food Service program, the Superintendent shall require the:

- A. maintenance of sanitary, neat premises free from fire and health hazards;
- B. preparation of food that complies with Federal food safety regulations;
- C. purchase of food and supplies in accordance with State and Federal law, USDA regulations, and Board policy; (see Policy 1130, Policy 1214, Policy 3113, Policy 3214, Policy 4113, Policy 4214, and Policy 6460);
- D. accounting and disposition of food-service funds pursuant to Federal and State law and USDA regulations;
- E. safekeeping and storage of food and food equipment pursuant to USDA regulations;

F. regular maintenance and replacement of equipment.

No foods or beverages, other than those associated with the Corporation's food-service program, are to be sold during food-service hours. The Corporation's food service program will serve only food items and beverages as determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans. Any competitive food items and beverages that are available for sale to students à la carte in the dining area between midnight and thirty (30) minutes following the end of the last lunch period shall also comply with the current Nutrition Standards for the National School Lunch and School Breakfast Programs, and the USDA Smart Snacks in Schools regulations. Foods and beverages unassociated with the food-service program may be vended subject to the limitations of State law in accordance with the rules and regulations set forth in Policy 8540.

The Superintendent will require that the Food Service program serve foods in the schools of the Corporation that are wholesome and nutritious and reinforce the concepts taught in the classroom.

# May 2019

Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	31	



# June 2019

Mon	Tue	Wed	Thu	Fri	Sat
					1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29

# July 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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 2019

Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3
5 Teacher In-Svc	6 Teacher In-Svc	7 <b>WHITE DAY</b> Student First Day	8 <b>RED DAY</b>	9 <b>BLACK DAY</b> SRT: Senior Class-L Cheerblock-LR/B	10
12 <b>RED DAY</b>	13 <b>BLACK DAY</b> SRT: RCCF Scholarship mtg.-LR Cadet Tchr.-Rm.128/B	14 <b>RED DAY</b>	RCHS Open House 6-7p. 15 <b>BLACK DAY</b> SRT: Commit to Graduate-L Student Council-LR/B	16 <b>RED DAY</b>	17
19 <b>BLACK DAY</b> SRT: FFA-Voc.Bldg. Int. Club-LR/B LCC-BCR-9:15 NWEA testing →	20 <b>RED DAY</b>	21 <b>BLACK DAY</b> SRT: Fresh. Mentor-LR/ B	22 <b>RED DAY</b>	23 <b>BLACK DAY</b> SRT: Bookclub-Lib. KeyClub-LR/B	24
26 <b>RED DAY</b>	27 <b>BLACK DAY</b> SRT: Freshmen mtg.-L Student Council-LR/B Underclass pictures	28 <b>RED DAY</b> Underclass pictures	29 <b>BLACK DAY</b> SRT: New student mtg.- LR ROAR-LR/B	30 <b>RED DAY</b> Varsity Scholar & Diploma forms due Band tenderloin dinner-C	31

# September 2019

Mon	Tue	Wed	Thu	Fri	Sat
2 <b>LABOR DAY</b> NO SCHOOL	3 <b>BLACK DAY</b> SRT: JCAB-LR	4 <b>RED DAY</b>	5 <b>BLACK DAY</b> SRT: FCA-LR	6 <b>RED DAY</b>	7
9 <b>BLACK DAY</b> SRT: ROAR-LR  Quiz Bowl 6p.	10 <b>RED DAY</b>	11 <b>BLACK DAY</b> SRT: FFA-Voc.Bldg Student Council-LR/B  Progress reports	12 <b>RED DAY</b>	13 <b>BLACK DAY</b> SRT: Cheerblock-LR Cadet Teacher-LR/B	14  Lucas Oil Fball Game
16 <b>RED DAY</b>	17 <b>BLACK DAY</b> SRT: KeyClub-LR BOSS-LR/B  College Fair-C 6-7:30p.	18 <b>RED DAY</b>	19 <b>BLACK DAY</b> SRT: Homecoming Cook Out Powder Puff-6p. Parade-8p.	20 <b>RED DAY</b>  HOMECOMING	21  HOMECOMING DANCE
23 <b>BLACK DAY</b> SRT: Bookclub-Lib Int.Club-LR/B  College Go Week →	24 <b>RED DAY</b>  → →	25 <b>BLACK DAY</b> SRT: Quiz Bowl 6p. See You at the Pole 7:30a. → →	26 <b>RED DAY</b>  → →	27 <b>BLACK DAY</b> SRT: Fresh. Mentor-LR  → →	28
30 <b>RED DAY</b>					

# October 2019

Mon	Tue	Wed	Thu	Fri	Sat
	1 <b>BLACK DAY</b> <b>SRT: FCA-LR</b>  Picture retakes	2 <b>RED DAY</b>	3 <b>BLACK DAY</b> <b>SRT: JCAB-LR</b>	4 <b>RED DAY</b>	5 <b>SAT-C 7a-1p.</b>
7 <b>BLACK DAY</b> <b>SRT: 21st Cent. Scholars-LR/A&amp;B</b>	8 <b>RED DAY</b>	9 <b>BLACK DAY</b> <b>SRT: ROAR-LR</b> Key Club-LR/B	10 <b>RED DAY</b>	11 <b>BLACK DAY</b> <b>SRT: FFA-Voc.</b> Cadet Tchr-LR/B  End of 1st nine weeks	12  Franklin College Band
14 <b>RED DAY</b>	15 <b>BLACK DAY</b> <b>SRT: Cheerblock-LR</b> Stud. Council-LR/B  Math League-C 3:30-4	16 <b>RED DAY</b>  PSAT-LR/C a.m. Report Cards	17 <b>BLACK DAY</b> <b>SRT: Break The Grey Convocation</b>	18 <b>RED DAY</b>	19
21  <b>FALL BREAK</b>	22  <b>FALL BREAK</b>	23  <b>FALL BREAK</b>	24  <b>FALL BREAK</b>	25  <b>FALL BREAK</b>	26
28 <b>BLACK DAY</b> <b>SRT: BOSS-LR</b> Int. Club-LR/B  Quiz Bowl 6p.	29 <b>RED DAY</b>	30 <b>BLACK DAY</b> <b>SRT: Fresh. Mentor-LR</b> Bookclub-Lib./B  Financial Aid Night-C 6:30	31 <b>RED DAY</b>		

# November 2019

Mon	Tue	Wed	Thu	Fri	Sat
4 <b>RED DAY</b> ISTEP winter re-test window starts thru 12/6 Spell Bowl 6p.	5 <b>BLACK DAY</b> SRT: JCAB-LR	6 <b>RED DAY</b>	7 <b>BLACK DAY</b> SRT: ROAR-LR	1 <b>BLACK DAY</b> SRT: FCA-LR	2  Speech meet-7:30-2p.
11 <b>BLACK DAY</b> SRT: FFA-VOC.	12 <b>RED DAY</b>  Math League-C 3:30-4 Fall Sports Awards-C 7p.	13 <b>BLACK DAY</b> SRT: Student Coun.-LR Intl.Club-LR/B	14 <b>RED DAY</b>	15 <b>BLACK DAY</b> SRT:	16  Speech meet
Quiz Bowl 6p.	19 <b>BLACK DAY</b> SRT: KeyClub-LR Cheerblock-LR/B Blood Drive → → →	20 <b>RED DAY</b>  → → → Progress reports	21 <b>BLACK DAY</b> SRT: Bookclub-Lib CadetTchr-LR/B → → →	End of 2nd progress 22 <b>RED DAY</b>	23  Speech meet
18 <b>RED DAY</b>  NWEA →	26 <b>RED DAY</b>	27 <b>THANKSGIVING BREAK</b>	28 <b>THANKSGIVING DAY</b>	29 <b>THANKSGIVING BREAK</b>	30
25 <b>BLACK DAY</b> SRT: Fresh.Mentor-LR BOSS-LR/B					

# December 2019

Mon	Tue	Wed	Thu	Fri	Sat
<b>2 BLACK DAY</b> <b>SRT: Intl.Club-ROAR-LR</b> JCA/B/B Quiz Bowl 6p.	<b>3 RED DAY</b>	<b>4 BLACK DAY</b> <b>SRT: FFA-Voc.</b> Student Council-LR/B  Choir-L 7p.	<b>5 RED DAY</b>	<b>6 BLACK DAY</b> <b>SRT: RCCF Scholarship mtg-LR/A&amp;B</b>	<b>7</b>  Holiday Fair-C 9-12p.
<b>9 RED DAY</b>  Madrigals	<b>10 BLACK DAY</b> <b>SRT: Cheerblock-LR</b> Cadet Tchrr-LR/B  Madrigals Math League-C 3:30-4	<b>11 RED DAY</b>  Madrigals	<b>12 BLACK DAY</b> <b>SRT: Bookclub-Lib</b> KeyClub-LR/B  Madrigals	<b>13 RED DAY</b>  Madrigals	<b>14</b>  Madrigals
<b>16 BLACK DAY</b> <b>SRT: Band-A/B</b>  Band concert-L 7p.	<b>17 WHITE DAY</b>	<b>18 RED DAY</b> FINALS	<b>19 BLACK DAY</b> FINALS	<b>20 RED DAY</b> FINALS End of 1st Semester	<b>21</b>  Madrigals
<b>23</b>  <b>CHRISTMAS BREAK</b>	<b>24 CHRISTMAS EVE</b> <b>CHRISTMAS BREAK</b>	<b>25 CHRISTMAS DAY</b> <b>CHRISTMAS BREAK</b>	<b>26</b> <b>CHRISTMAS BREAK</b>	<b>27</b> <b>CHRISTMAS BREAK</b>	<b>28</b>  
<b>30</b>  <b>CHRISTMAS BREAK</b>	<b>31 NEW YEARS EVE</b> <b>CHRISTMAS BREAK</b>				

# January 2020

Mon	Tue	Wed	Thu	Fri	Sat
		1 NEW YEARS DAY CHRISTMAS BREAK	2 CHRISTMAS BREAK	3 TEACHER WORK DAY	4
6 <b>WHITE DAY</b> Second semester begins	7 <b>RED DAY</b>  Math League-C 3:30-4	8 <b>BLACK DAY</b> <b>SRT:</b> Principal's Adv. Council-LR Student Council-LR/B Report cards	9 <b>RED DAY</b>	10 <b>BLACK DAY</b> <b>SRT:</b> Cheerblock-LR Cadet Teacher-LR/B	11  Rush Co. Music Festival
13 <b>RED DAY</b>	14 <b>BLACK DAY</b> <b>SRT:</b> Key Club-LR Volleyball callout-LR/B	15 <b>RED DAY</b>  Freshmen Orientation 6:30	16 <b>BLACK DAY</b> <b>SRT:</b> Bookclub-Lib Int.Club-LR/B	17 <b>RED DAY</b>	18  1/19 Honors concert-L 2p.
20 No School Make-up Day	21 <b>BLACK DAY</b> <b>SRT:</b> FFA-Voc. JCAB-LR/B  Freshmen Scheduling →	22 <b>RED DAY</b>  → → → →	23 <b>BLACK DAY</b> <b>SRT:</b> ROAR-LR BOSS-LR/B  → → → →	24 <b>RED DAY</b>  → → → →	25
27 <b>BLACK DAY</b> <b>SRT:</b> All school pep ses- sion	28 <b>RED DAY</b>  Senior Scheduling →	29 <b>BLACK DAY</b> <b>SRT:</b> Senior scheduling mtg.-L  → → → →	30 <b>RED DAY</b>  → → → →	31 <b>BLACK DAY</b> <b>SRT:</b> Fresh, Mentor-LR FCA-LR/B  → → → →	



# February 2020

Mon	Tue	Wed	Thu	Fri	Sat
					1
3 <b>RED DAY</b> ISTEP Spring re-test window opens thru 2/28	4 <b>BLACK DAY</b> SRT: Junior Scheduling mtg. -L/B	5 <b>RED DAY</b>	6 <b>BLACK DAY</b> SRT: CadetTchr.-LR StudentCouncil-LR/B	7 <b>RED DAY</b>	8 Band ISSMA
10 <b>BLACK DAY</b> SRT: Cheerblock-LR Int.Club-LR/B	11 <b>RED DAY</b>	12 <b>BLACK DAY</b> SRT: FFA-Voc. JCAB-LR/B	13 <b>RED DAY</b>	14 Teacher In-Svc No students	15
Junior Scheduling →	→ Math League-C 3:30-4	→ Progress reports	→ → →		
17 No School Make-up Day	18 <b>BLACK DAY</b> SRT: Soph.scheduling mtg.-LR/B Bookclub-Lib.	19 <b>RED DAY</b>	20 <b>BLACK DAY</b> SRT: KeyClub-LR BOSS-LR/B	21 <b>RED DAY</b>	22
24 <b>BLACK DAY</b> SRT: FAFSA-LR ROAR-LR Soph. scheduling → ISTEP 10 Part 1 window pen thru 3/20	25 <b>RED DAY</b>	26 <b>BLACK DAY</b> SRT: FCA-LR	27 <b>RED DAY</b>	28 <b>BLACK DAY</b> SRT: Fresh.Mentor-LR	29 State ISSMA Speech Sectional

# March 2020

Mon	Tue	Wed	Thu	Fri	Sat
2 <b>RED DAY</b> NWELA Testing → EIAC Super Bowl 5p.	3 <b>BLACK DAY</b> <b>SRT:</b> → →	4 <b>RED DAY</b> → → Top Ten Dinner/RESW 6p.	5 <b>BLACK DAY</b> <b>SRT:</b> CadetTchr-LR StudentCouncil-LR/B → →	6 <b>RED DAY</b> → →	7 District State Speech Ball State Jazz
9 <b>BLACK DAY</b> <b>SRT:</b>	10 <b>RED DAY</b>	11 <b>BLACK DAY</b> <b>SRT:</b> JCAB-LR	12 <b>RED DAY</b> Rush Co. Band Festival-L 7p.	13 <b>BLACK DAY</b> <b>SRT:</b> FFA-Voc. Fresh.Mentor-LR/B End of 3rd nine weeks	14 State Speech
16 <b>RED DAY</b> Invitational Super Bowl 5p.	17 <b>BLACK DAY</b> <b>SRT:</b> Int Club-LR FCA-LR/B Math League-C 3:30-4 Winter Sports Awards-C 7p.	18 <b>RED DAY</b> Report cards	19 <b>BLACK DAY</b> <b>SRT:</b> Bookclub-Lib KeyClub-LR/B Pep Band Concert-L 7p.	20 <b>RED DAY</b>	21
23 <b>SPRING BREAK</b>	24 <b>SPRING BREAK</b>	25 <b>SPRING BREAK</b>	26 <b>SPRING BREAK</b>	27 <b>SPRING BREAK</b>	28
30 <b>BLACK DAY</b> <b>SRT:</b> ROAR-LR BOSS-LR/B	31 <b>RED DAY</b>				

# April 2020

Mon	Tue	Wed	Thu	Fri	Sat
		1 <b>BLACK DAY</b> SRT:	2 <b>RED DAY</b>	3 <b>BLACK DAY</b> SRT: NHS-LR JCAB-LR/B	4 ACT-C 7-1p.
6 <b>RED DAY</b>  ISTEP 10 Part 2 window opens thru 5/1 Play rehearsal 6-8:30 →	7 <b>BLACK DAY</b> SRT: JCAB-LR Student Council-LR/B  → → →	8 <b>RED DAY</b>  → → →	9 <b>BLACK DAY</b> SRT: FEA-Voc. FCA-LR/B  → → →	10 No School Make-up Day	NHS-C 7p.
13 <b>RED DAY</b>  Play rehearsal 6-8:30 →	14 <b>BLACK DAY</b> SRT: CadetTchr-LR Int.Club-LR/B  → → →	15 <b>RED DAY</b>  → → →	16 <b>BLACK DAY</b> SRT: Prom meeting-L  → → →	17 <b>RED DAY</b>  End of 4th Progress	11  18 Prom 8-11p. Addagio's-Greenfield
20 <b>BLACK DAY</b> SRT: Bookclub-Lib KeyClub-LR/B ILEARN Biology window opens thru 5/22 Play rehearsal 6-8:30 →	21 <b>RED DAY</b>  Area Super Bowl-5p. → → →	22 <b>BLACK DAY</b> SRT:  Progress Reports → → →	23 <b>RED DAY</b>  → → →	24 <b>BLACK DAY</b> SRT: Fresh.Mentor-LR  Varsity Scholars Trip	25
27 <b>RED DAY</b>  Play rehearsal 6-8:30 →	28 <b>BLACK DAY</b> SRT: BOSS-LR  → → →	29 <b>RED DAY</b>  → → →	30 <b>BLACK DAY</b> SRT: ROAR-LR  → → →		

# May 2020

Mon	Tue	Wed	Thu	Fri	Sat
4 <b>BLACK DAY</b> SRT: J/CAB-LR  Senior week →	5 <b>RED DAY</b>  AP Calculus-LR Senior week →	6 <b>BLACK DAY</b> SRT: Fresh.Mentor-LR FCA-LR/B  Band-L 7p. Senior week →	7 <b>RED DAY</b>  Senior week →	1 <b>RED DAY</b>  PLAY 7p.	2 SAT-C7-1p.  PLAY 7p. 5/3 Play 2p.
11 <b>RED DAY</b>	12 <b>BLACK DAY</b> SRT: Bookclub-Lib KeyClub-LR/B	13 <b>RED DAY</b> AP English-LR  Handbook calendar mtg.	14 <b>BLACK DAY</b> SRT: CadetTchr-LR Int.Club/ROAR-LR/B  Awards Day	8 <b>BLACK DAY</b> SRT: FFA-VOC StudentCouncil-LR/B  FFA banquet set-up Senior Trip	9  FFA Banquet
18 <b>BLACK DAY</b> SRT: Locker Clean out	19 <b>WHITE DAY</b>	20 <b>RED DAY</b> Finals	21 <b>BLACK DAY</b> SRT: Finals	15 <b>RED DAY</b>  Choir-L 7p.	16
25 <b>MEMORIAL DAY</b>	26 Teacher Record Day	27	28	22 <b>RED DAY</b> Finals End of semester	23
				29	30
					<b>Graduation 5/31 2p.</b>

# June 2020

Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6
8	9	10	11	12	13
		Spring Sports Awards		19	20
15	16	17	18	25	26
22	23	24			27
29	30				

# July 2020

Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	31	

# DRUG FREE IS THE WAY TO BE!

## JUST SAY **NO**

### **Tobacco, Alcohol, and Marijuana**

While you are growing up, you might face peer pressure to try drugs. The decisions you make in these situations are up to you. You're the only one who can make healthy choices for mind and body.

Drugs are especially harmful to someone who is still growing, because your body is less able to process them. Kids are smaller than adults and the smaller you are, the more a drug can affect you. Everyone is different. While a substance may affect one person one way, it can affect a different person an entirely different way. Everyone has a different reaction to drugs.

There are many different types of drugs and substances that can affect your body. Some of the most common are:

- Tobacco
- Alcohol
- Marijuana (also known as pot, dope, or weed)

Some common substances, such as glue, are also used as drugs. They may be sniffed, smoked, or eaten. Abusing these substances by putting them in your body is just as dangerous as using illegal drugs.

## Tobacco

Tobacco contains a substance called nicotine, which is very addictive (meaning it's hard to stop putting nicotine into your body once you've started).

Cigarette smoking is the most common form of tobacco. Cigarettes and cigars are especially bad for you because tobacco smoke puts many poisons into your mouth, throat, and lungs, as well as pollutes the air around the smoker.

Smoking also affects your appearance.

**Short-term exposure to tobacco smoke can cause:**

- Yellow teeth and fingernails
- Bad breath and mouth sores
- Stinky odors on hair, clothes, furniture, and in the air.

**Long-term exposure to tobacco smoke can cause:**

- Cancer, especially in the lungs, mouth, and throat
- A strong increase in the chances of heart attacks and strokes.

400,000 cigarette smokers die each year from smoking cigarettes.

Chewing tobacco, or smokeless tobacco, is also very damaging. Tobacco chewers are even more likely than smokers to get mouth, throat, cheek, or stomach cancer, and they usually have mouth sores and yellow teeth, too.

## Alcohol

Alcohol is found in beer, wine, and liquor. Drinks in the liquor category usually contain more alcohol than beer or wine, but all forms of alcohol are dangerous.

**Drinking alcohol can cause:**

- Bad breath
- Weight gain (alcoholic drinks have a lot of calories)
- Vomiting or nausea
- Loss of coordination and clumsiness
- Difficulty concentrating
- Poor judgment
- Blackouts, which means you can't remember anything after the alcohol wears off that happened while you were under the influence of alcohol
- Death, if you drink too much.

**Frequent alcohol consumption (drinking) can cause:**

- Addiction
- Cancer, because it travels around your body through your blood
- Brain damage
- Blackouts or passing out.

## Marijuana

Marijuana, which is commonly called pot, dope or weed, is made from a dried plant called cannabis. People either smoke it like a cigarette (called a joint) or add it to certain foods. They call the feeling they get after smoking or eating marijuana a high. The main chemical that makes you feel funny is called THC.

Marijuana joints have more of the cancer-causing chemicals than cigarettes. Smoking five joints in a single week is as bad as smoking an entire pack of cigarettes every day for a week!

**Using marijuana can make you feel:**

- Silly or giggly
- Very hungry
- Off balance and sick, even hours after the high wears off
- Unable to use good judgment
- Forgetful.

**If you keep using marijuana, it can cause:**

- Yellow fingernails and bad breath
- Addiction
- Damage to your memory
- Challenges to learning and concentrating, making you do worse in school
- Cancer in the lungs, mouth, and throat.

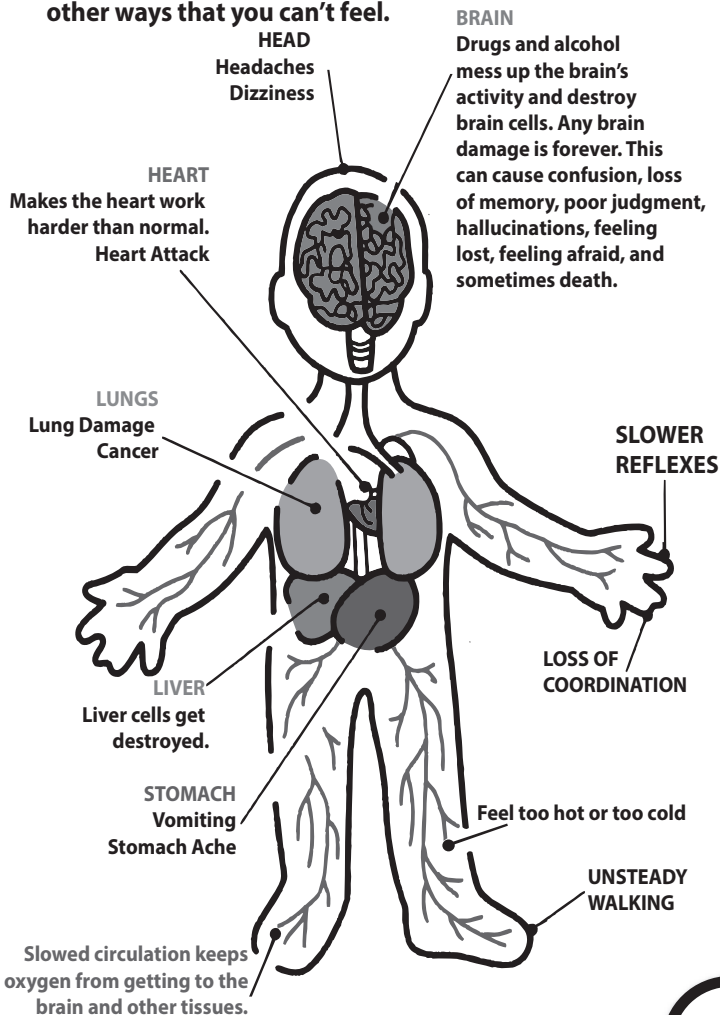
## Eleven tips for dealing with stress and tension:

1. Talk it out.
2. Escape for a while.
3. Work off your anger.
4. Give in occasionally.
5. Do something for others.
6. Take one thing at a time.
7. Shun the superman urge.
8. Go easy with criticism.
9. Give the other fellow a break.
10. Make yourself available.
11. Schedule your recreation.



# say NO<sup>♥</sup> to drugs say YES to life!

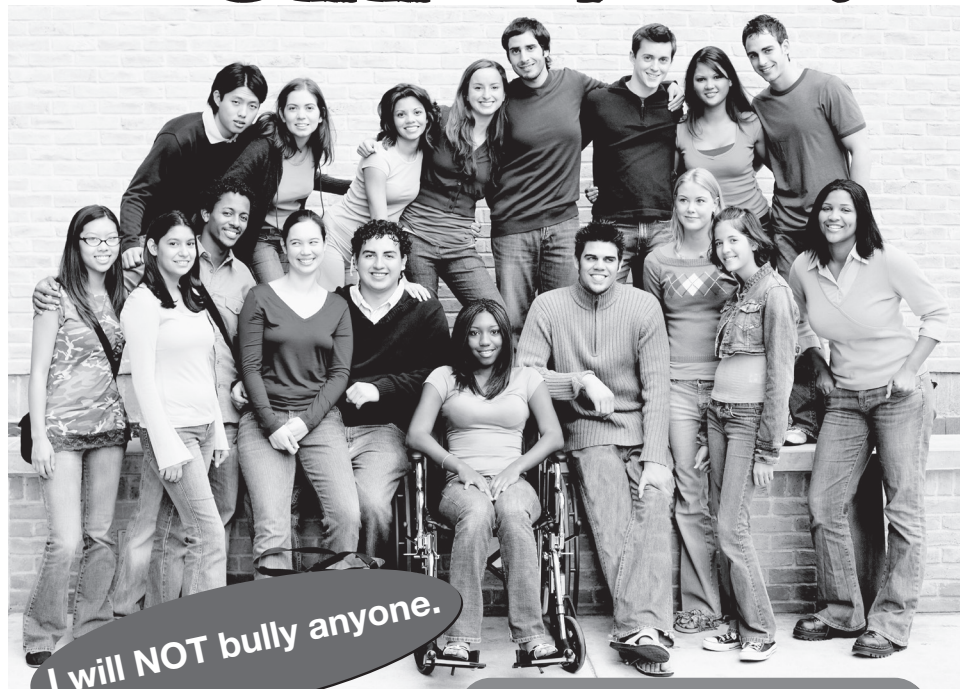
**Drugs and alcohol will make you feel bad and hurt you in other ways that you can't feel.**



**Drugs can hurt all parts of your body. You will be healthier if you don't take drugs or drink alcohol.**



# NO TO BULLYING!



**I will NOT bully anyone.**

**I will include students who might be left out.**

**I will tell an adult at school and at home when I know someone is being bullied.**

**I will help stop bullying.**

## What is the Definition of Bullying?

A lot of young people have a good idea of what bullying is because they see it every day! Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

Bullying also can happen online or electronically. Cyberbullying is when children or teens bully each other using the Internet, mobile phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

## Why Do Kids Bully?

There are all kinds of reasons why young people bully others, either occasionally or often. Do any of these sound familiar to you?

- Because I see others doing it.
- Because it’s what you do if you want to hang out with the right crowd.
- Because it makes me feel stronger, smarter, or better than the person I’m bullying.
- Because it’s one of the best ways to keep others from bullying me.

Whatever the reason, bullying is something we all need to think about. Whether we’ve done it ourselves ... or whether friends or other people we know are doing it ... we all need to recognize that bullying has a terrible effect on the lives of young people. It may not be happening to you today, but it could tomorrow. Working together, we can make the lives of young people better.

## Signs That You Bully

Okay, time for the truth or at least time to consider if you have a confession to make! Take this quiz to find out if you’ve ever bullied someone. Put a check in the boxes if you’ve done these things before.

- ☐ There’s a boy or a girl (or maybe more than one) whom you’ve repeatedly shoved, punched, or physically pushed around in a mean way just because you felt like it.
- ☐ You had someone else hurt someone you don’t like.
- ☐ You have spread a nasty rumor about someone in conversation, in a note, through email, or instant messaging.
- ☐ You and your friends have regularly kept one or more kids from hanging out or playing with you. Examples: at your lunch table at school, during sports or other activities, or activities that are a part of a club or other kind of group activity.
- ☐ You have teased people in a mean way, calling them names, making fun of their appearance, the way they talk, dress, or act.
- ☐ You have been part of a group that did any of these things - even if you only wanted to be part of the crowd.

If you checked any of these boxes, you’re not alone. All over the country, in all types of neighborhoods and schools, there are all types of young people who bully others. Bullying is serious business. It causes young people a lot of pain, it can affect their ability to do well in school, and their general happiness.



## Effects Of Bullying

If you've ever heard an adult - or anyone else - say that bullying is "just a fact of life" or "no big deal," you're not alone! Too often, people just don't take bullying seriously - or until the sad and sometimes scary stories are revealed.

- It happens a lot more than some people think. Studies show that between 15-25% of U.S. students are bullied with some frequency, while 15-20% report they bully others with some frequency (Melton et al, 1988; Nansel et al, 2001).
- It can destroy a kid's future. Young people who bully are more likely than those who don't bully to skip or drop out of school. They are also more likely to smoke, drink alcohol, and get into fights (Nansel et al, 2003; Olweus, 1993).
- It scares some people so much that they skip school. As many as 160,000 students may stay home on any given day because they're afraid of being bullied (Pollack, 1998).
- It can lead to huge problems later in life. Children who bully are more likely to get into fights, vandalize property, and drop out of school. Sixty Percent 60% of boys who were bullies in middle school had at least one criminal conviction by the age of 24 (Olweus, 1993).

## Are You Being Bullied?

So you're being bullied, huh? That can feel pretty awful. But, no matter how bad it makes you feel sometimes, you should know you're not alone. That's right ... there are plenty of kids all over the world who go through the same things you do every day. Even though you may feel helpless sometimes, there are a lot of things you and others can do to help stop the bullying. Give these tips a try.

**Always tell an adult.** It's hard to talk about serious things with adults sometimes, but they can help put a stop to bullying. Tell an adult that you trust and can talk to - your parents, your teacher, your school counselor, your coach, your neighbor. If you've told an adult before and they haven't done anything about it, tell someone else. If you're afraid to tell an adult that you have been bullied, get another person - like a friend or a sister or brother - to go with you. Having someone else there to support you can make it a lot less scary. Tell the adults exactly what has happened - who did the bullying, where and when it happened,

how long it's been happening to you, and how it's making you feel. If you talk with an adult at your school, ask them what they will do to help stop the bullying. It is their job to help keep you safe. Most adults really care about bullying and will do everything they can to help you.

**Stay in a group.** Kids who bully like to pick on kids who are by themselves a lot - it's easier and they're more likely to get away with their bad behavior. If you spend more time with other kids, you may not be an easy "target" and you'll have others around to help you if you get into a difficult situation!

**If it feels safe, try to stand up to the person who is bullying you.** If the person who is bullying you thinks you won't do anything about it, they are more likely to keep picking on you. This doesn't mean you should fight back or bully them back. Instead, tell the person bullying you that you don't like it and that they should stop! Keep it simple. You might just say, "Cut it out, Miranda!", and then walk away. If possible, try to talk to them in a calm voice. Kids who bully often like to see that they can make you upset. **If you're afraid to talk to the person who is bullying you by yourself, then you might want to ask someone else to be there with you.** Kids who bully are more likely to listen, and less likely to bully you, when you're with someone and not alone. **If you're not comfortable standing up to someone who has bullied you, that's definitely OK! Just walk away and be sure to tell an adult.**

**If you are being bullied online, don't reply.** This may actually make the bullying worse. Instead, be sure to tell a family member or another adult you trust. If possible, block any more communications from this person. (For example, it might be a good idea only to accept messages from people you know.) Save evidence of the bullying. If you get a nasty email, print it out or save it so that you can show it to an adult.

**Join clubs or take part in activities where you'll meet other kids.** Sometimes, it can help to join clubs or take part in activities that interest you. Think about joining a sports team, taking an art class, or joining a scouting group, for example. You can meet other kids who share your interests and you might make some good friends!

**STOP**  
**cyberbullying**

## What NOT To Do If You Are Bullied

- **DON'T** think it's your fault. Nobody deserves to be bullied!
- **DON'T** fight back or bully a person back. This probably won't make things any better and it might get you into big trouble. Besides, you should try to act better than the person who bullies you.
- **DON'T** keep it to yourself and just hope the bullying will "go away." It's normal to want to try to ignore bullying and hope that it will stop - or hope that the person will start to pick on someone else. Often, bullying won't stop until adults and other kids get involved. Be sure to report the bullying.
- **DON'T** skip school or avoid clubs or sports because you are afraid of being bullied. Missing out on school or activities that you enjoy isn't the answer. You have a right to be there!
- **DON'T** think that you're a "tattle tale" if you tell an adult that you've been bullied. Telling is NOT tattling! It's the right thing to do.
- **DON'T** hurt yourself. Some kids who are bullied get so sad and depressed that they may try to hurt themselves because they think there is nothing else they can do. This definitely isn't the answer. Talk with an adult immediately and tell them how you are feeling. They can help stop the bullying.



## Tips For Kids

When asked the question: "What threatens your safety and emotional health?" most kids say, teasing and bullying. Yet many adults, even your parents and teachers, may not realize how often you see or experience bullying at school and elsewhere. Often adults don't see bullying when it happens. Those adults who see it, and do nothing, may not understand that kids can be hurt by bullying.

Kids who are bullied day after day can feel helpless and alone. They may become too scared to report the bullying, fearing that

adults won't believe them. Kids also worry that if the bullies find out they "tattled," the bullying may get worse. To protect kids who are bullied, parents and all adults must understand what bullying is, how harmful it can be, and the best ways to stop bullying behaviors.

YOU can help **Stop Bullying Now!** by talking to adults about bullying!

Think about times you have seen bullying happen and write down as much as you can remember using the questions below as a guide.

Where does it take place?

Who does the bullying?

When does it happen?

Find out how bullying is handled at your school. If you haven't been bullied but are close to someone who has and is willing to discuss it, talk to him or her about what could have been done differently. Here are some questions you could ask.

Did you tell a parent or teacher?

Did an adult help stop the bullying?

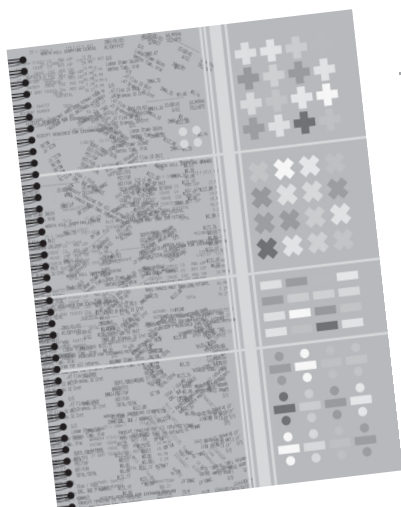
Did any students help you?

What would make you feel safer?



# Multiplication Chart

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144
13	13	26	39	52	65	78	91	104	117	130	143	156
14	14	28	42	56	70	84	98	112	126	140	154	168
15	15	30	45	60	75	90	105	120	135	150	165	180



$\frac{1}{2}$  → numerator  
 $\frac{1}{2}$  → denominator

## ADDITION / SUBTRACTION

find common denominator

$$\begin{array}{r} \frac{1}{4} (x3) = \frac{3}{12} \\ + \frac{2}{3} (x4) = \frac{8}{12} \\ \hline \frac{3}{12} + \frac{8}{12} = \frac{11}{12} \end{array}$$

## MULTIPLICATION

multiply straight across

$$\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

## DIVISION

multiply first fraction by the reciprocal of the second fraction

$$\frac{1}{3} \div \frac{3}{4} = \frac{1}{3} \times \frac{4}{3} = \frac{4}{9}$$

## FRACTIONS TO DECIMALS

change denominator to a power of 10

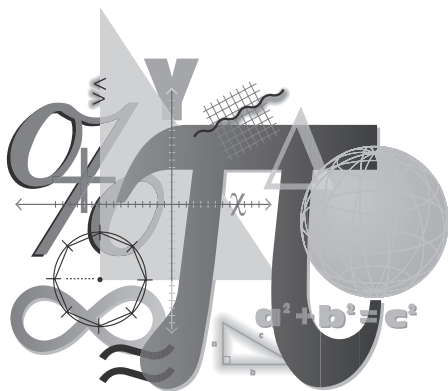
$$\frac{3}{5} (x2) = \frac{6}{10} = .6$$

or divide numerator by denominator

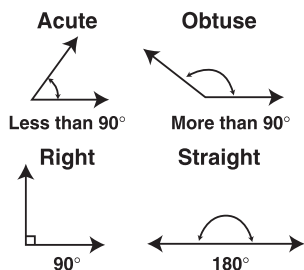
$$\frac{3}{5} = 3 \div 5 = 5 \overline{)3.0}$$

## Fractions, Decimals, & Percentages

1	=	1.0	=	100%
1/2	=	0.5	=	50%
1/3	=	0. $\overline{3}$	=	33. $\overline{3}$ %
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.1 $\overline{6}$	=	16. $\overline{6}$ %
1/8	=	0.125	=	12.5%
1/9	=	0.1 $\overline{1}$	=	11.1 $\overline{1}$ %
1/10	=	0.1	=	10%
1/12	=	0.08 $\overline{3}$	=	8.3 $\overline{3}$ %
2/3	=	0. $\overline{6}$	=	66. $\overline{6}$ %
3/4	=	0.75	=	75%



## Angles



## Lines & Rays

A **LINE** has no beginning and no end.



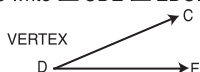
A **LINE SEGMENT** is part of a line with a beginning and an end.



A **RAY** has only one end point.



An **ANGLE** is formed by 2 rays with a common end point called a vertex. We write  $\angle CDE$   $\angle EDC$ .



## Customary System

### LENGTH

12 inches (in) = 1 foot (ft)

3 feet  
36 inches } = 1 yard (yd)

1,760 yards  
5,280 feet } = 1 mile (mi)

6,076 feet = 1 nautical mile

### WEIGHT

16 ounces (oz) = 1 pound (lb)

2,000 pounds = 1 ton (T)

### CAPACITY

8 fluid ounces (fl oz) = 1 cup (C)

2 cups = 1 pint (pt)

2 pints = 1 quart (qt)

4 quarts = 1 gallon (gal)

## Metric System

### LENGTH

10 millimeters (mm) = 1 centimeter (cm)

10 centimeters  
100 millimeters } = 1 decimeter (dm)

10 decimeters  
100 centimeters } = 1 meter (m)

1,000 meters = 1 kilometer (km)

### MASS

1,000 milligrams (mg) = 1 gram (g)

1,000 grams = 1 kilogram (kg)

1,000 kilograms = 1 metric ton (t)

### VOLUME

10 milliliters (ml) = 1 centiliter (cl)

10 centiliters = 1 deciliter (dl)

10 deciliters = 1 liter (l)

## Roman Numerals

I = 1      V = 5      X = 10      L = 50  
C = 100      D = 500      M = 1000







# Helpful Hints for Language Arts

## Parts of Speech

**Interjection** - A word that shows emotion; usually grammatical connection to other parts of a sentence.  
(Wow! What a weekend!) (Oh, so that's what he meant.)

**Conjunction** - (and, but, or, nor) Joins together words, clauses, phrases, or sentences

**Noun** - A person, place, thing, or idea (student, League City, cobra, happiness)

**Pronoun** - Replaces a noun (She sits next to me in class.)

### Pronouns

I	you	she	his	us	them
me	your	it	hers	our	their
my	yours	him	its	ours	theirs
mine	he	her	we	they	

**Verb** - Shows action or being (He swims well. He is on a swim team.)

### Helping Verbs

am	was	being	have	could	did	will	might
is	were	been	had	do	shall	would	must
are	be	has	can	does	should	may	

**Adjective** - Describes a noun and answers the questions:

How many? She has two brothers.  
What kind? Northside is a great school!  
Which one? That book is mine.

**Adverb** - Describes a verb, adjective, or another adverb and answers the questions:

How? He ran quickly.  
When? We'll go skating tomorrow.  
Where? I'll wait there for you.  
To what extent? You are my very best friend!

**Preposition** - Comes before a noun or pronoun to form a prepositional phrase  
(They like to walk along the beach.)

### Prepositions

about	along	below	down	inside	on	through	until
above	around	beneath	during	into	out	throughout	up
across	at	beside	for	near	outside	to	upon
after	before	beyond	from	of	over	toward	with
against	behind	by	in	off	past	under	without

### Figurative Language Techniques:

**Simile** - Compares two things using *like* or *as* (Her eyes are as blue as the ocean.)

**Metaphor** - Compares two things directly, using *is*, *are*, *was*, or *were* (Your room *is* a pig sty.)

**Alliteration** - Repeats the beginning sound of each word (Kyle catches quick kangaroos.)

**Personification** - Gives human qualities to non-human things (The trees danced in the wind.)

**Hyperbole** - Shows strong exaggeration (He was so happy he could have flown to the moon.)

**Onomatopoeia** - Imitates sound (Boom, Hiss, Whoosh!)

**Idiom** - Means something different than what it says (She has a skeleton in her closet. Means: She's hiding a secret.)

## Punctuation Rules

### A period is used . . .

- at the end of declarative sentences and mild imperatives.
- after initials and abbreviations.
- only once for a sentence ending with an abbreviation.

### A question mark is used . . .

- at the end of an interrogative sentence.

### An exclamation mark is used . . .

- after a word, phrase, or sentence showing strong feeling.

### A comma is used . . .

- to separate two or more adjectives of equal rank.
- to set off a direct quotation.
- to separate three or more words, phrases, or clauses in a series.
- to separate two independent clauses in a compound sentence.
- to set off a word, phrase, or dependent clause at the beginning of a sentence.
- to set off nonessential phrases, clauses, or appositives.

### A semicolon is used . . .

- to separate independent clauses very close in meaning but not separated by *and*, *but*, *or*, *nor*, *for*, or *yet*.
- to separate items in a series when the series already contains commas.

### A colon is used . . .

- before a list of items or details.
- before a statement that summarizes the original statement.
- before a long, formal quotation or statement.

### Parentheses are used . . .

- to set off words, phrases, clauses, or sentences which are independent of the main part of the sentence.

### Quotation marks are used . . .

- to set off a direct quotation. (Single quotation marks are used for quotes within quotes.)
- to set off words, phrases, or sentences referred to in the sentence.
- to set off slang and foreign words or phrases.

## Capitalization Rules

- Capitalize names of particular persons, places, and things.
- Capitalize titles of rank when they come before a person's name.
- Do not capitalize the names of the seasons of the year unless they are personified.
- The words *north*, *south*, *east*, and *west* are capitalized only when they refer to sections of the country, not directions.
- The names of school subjects are not capitalized unless they are names of languages.
- All words that refer to a specific deity and sacred books are capitalized.

## Rules For Titles

- All principal words in titles are capitalized. Do not capitalize prepositions, coordinating conjunctions, and articles unless they begin the title.
- Underline the titles of books, magazines, newspapers, and films. (Italics may take the place of underlining if you are using a word processor capable of doing it.)
- Quotation marks are used to enclose the titles of magazine articles, chapters of books, names of songs, and titles of poems.

## Primary Editing Checklist

1. Have you started each sentence with a capital letter?
2. Have you capitalized names of people and places?
3. Have you ended each sentence with the correct punctuation mark?
4. Does the subject of your sentence agree with the action word (verb)?  
Examples: Tom plays at the park.  
They play at the park.
5. Have you written complete sentences?

## Intermediate Editing Checklist

1. Check your capitalization and punctuation.
2. Spell all words correctly.
3. Check for sentence fragments or run-on sentences.
4. Keep verb tense consistent.
5. Make sure subject and verb agree.
6. Use words according to the rules of Standard English.
7. Remember to paragraph correctly.

## Editing Symbols

⤴	add a word	◯	close the space
⤴,	add a comma	#	make a space
⊙	add a period	≡	capitalize
∨	add an apostrophe	/	make lower case
“ ”	add quotation marks	sp	spelling error
ℓ	remove	¶	begin a new paragraph

# Survival Spelling List

## • to, two, too

1. **to** - a preposition, direction toward  
I am going to the store.
2. **two** - the number 2  
I have two children.
3. **too** - 'also' - I want some cake too.  
²more than enough - I ate too much food.

## • there, their, they're

1. **there** - 'an expletive to get a sentence started  
There are bees in the room.  
²an adverb telling where  
The school is over there.
2. **their** - possessive, belonging to them  
The students carried their books.
3. **they're** - contraction for they are  
They're going with us, aren't they?

## • Have and its contraction 've (never of)

1. **should've** - I should've been there.
2. **could've** - You could've been the winner.
3. **would've** - I would've helped Henry.
4. **must've** - You must've made a mistake.
5. **might've** - I might've done it.

## • These must always be 2 words.

1. **a lot** - We have a lot of homework.
2. **all right** - It is all right for your brother to go with you.
3. **ought to** (never outta) - You ought to know the answer.
4. **have to** (never hafta) - I have to be home now.
5. **no one** - He had hired no one for the job.

## • all ready, already

1. **all ready** - two words, everyone was ready  
The class members were all ready for their test.
2. **already** - adverb, done beforehand  
When we got home, my parents had already eaten dinner.

## • though, thought, through, threw

1. **though** - usually a conjunction used to connect  
Sara went to the party even though she was sick.
2. **thought** - verb, past tense of think  
I thought you knew the answer.
3. **through** - preposition showing direction  
He came in through the door.
4. **threw** - past tense of throw  
I threw the ball to Steve.

## • its, it's, your, you're, whose, who's

1. **its** - possessive, belonging to it  
The dog wagged its tail.
2. **it's** - contraction for it is  
It's a nice day.
3. **your** - possessive, belonging to you  
Is this your book?
4. **you're** - contraction for you are  
If you're going, take me along.
5. **whose** - possessive, belonging to whom  
Whose book is it?
6. **who's** - contraction for who is  
Who's going with us?



## • than, then

1. **than** - a word of comparison  
Jim is taller than Bob.
2. **then** - adverb, at that time  
First, I'll wash; then, I'll dry the dishes.

## • past, passed

1. **past** - 'adjective, already happened  
The judge would not discuss the man's past offense.  
²noun, time gone by  
The historical story took place in the past.
2. **passed** - verb, gone by  
We passed a hitchhiker on the road.

## • paid, laid

1. **paid** - past tense of pay  
I paid my bill.
2. **laid** - past tense of lay  
Jill laid her books down.

## • trying

1. **trying** - not tring, triing  
I am trying to work hard.

## • are, our

1. **are** - verb of being  
They are going too.
2. **our** - possessive, belonging to us  
This is our house.

## • until, because - do not shorten into other forms

1. **until (not til or till)**  
I will wait for you until 4:00.
2. **because (not cause)**  
I left because I was sick.

## • no, know

1. **no** - none, zero, refusal  
No, you may have no candy before dinner.
2. **know** - to have knowledge  
I know the answer to that question.

## • among, which

1. **among** - preposition, within 3 or more (no u)  
We were among a group of friends.
2. **which** - a word of choice  
Which one should I choose?

## • that's

1. **that's** - contraction for that is  
That's an interesting book.

## • wear, where, were, we're

1. **wear** - verb, to have on, be clothed in  
The clothes you wear are expensive.
2. **where** - adverb giving direction  
Where are you going?
3. **were** - verb, past tense of are  
Were you there last night?
4. **we're** - contraction for we are  
Do you think we're going along?

## • accept, except

1. **accept** - to take, receive  
Please accept my gift.
2. **except** - preposition, but, without  
Everyone except me was invited.

# Facts About States

# Presidents

STATE	CAPITAL	STATE ABBREVIATION	YEAR ADMITTED TO UNION
Alabama	Montgomery	AL	1819
Alaska	Juneau	AK	1959
Arizona	Phoenix	AZ	1912
Arkansas	Little Rock	AR	1836
California	Sacramento	CA	1850
Colorado	Denver	CO	1876
Connecticut	Hartford	CT	1788
Delaware	Dover	DE	1787
Florida	Tallahassee	FL	1845
Georgia	Atlanta	GA	1788
Hawaii	Honolulu	HI	1959
Idaho	Boise	ID	1890
Illinois	Springfield	IL	1818
Indiana	Indianapolis	IN	1816
Iowa	Des Moines	IA	1846
Kansas	Topeka	KS	1861
Kentucky	Frankfort	KY	1792
Louisiana	Baton Rouge	LA	1812
Maine	Augusta	ME	1820
Maryland	Annapolis	MD	1788
Massachusetts	Boston	MA	1788
Michigan	Lansing	MI	1837
Minnesota	St. Paul	MN	1858
Mississippi	Jackson	MS	1817
Missouri	Jefferson City	MO	1821
Montana	Helena	MT	1889
Nebraska	Lincoln	NE	1867
Nevada	Carson City	NV	1864
New Hampshire	Concord	NH	1788
New Jersey	Trenton	NJ	1787
New Mexico	Santa Fe	NM	1912
New York	Albany	NY	1788
North Carolina	Raleigh	NC	1789
North Dakota	Bismarck	ND	1889
Ohio	Columbus	OH	1803
Oklahoma	Oklahoma City	OK	1907
Oregon	Salem	OR	1859
Pennsylvania	Harrisburg	PA	1787
Rhode Island	Providence	RI	1790
South Carolina	Columbia	SC	1788
South Dakota	Pierre	SD	1889
Tennessee	Nashville	TN	1796
Texas	Austin	TX	1845
Utah	Salt Lake City	UT	1896
Vermont	Montpelier	VT	1791
Virginia	Richmond	VA	1788
Washington	Olympia	WA	1889
West Virginia	Charleston	WV	1863
Wisconsin	Madison	WI	1848
Wyoming	Cheyenne	WY	1890

1. George Washington 1789 - 1797
2. John Adams 1797 - 1801
3. Thomas Jefferson 1801 - 1809
4. James Madison 1809 - 1817
5. James Monroe 1817 - 1825
6. John Quincy Adams 1825 - 1829
7. Andrew Jackson 1829 - 1837
8. Martin Van Buren 1837 - 1841
9. William H. Harrison 1841
10. John Tyler 1841 - 1845
11. James Knox Polk 1845 - 1849
12. Zachary Taylor 1849 - 1850
13. Millard Fillmore 1850 - 1853
14. Franklin Pierce 1853 - 1857
15. James Buchanan 1857 - 1861
16. Abraham Lincoln 1861 - 1865
17. Andrew Johnson 1865 - 1869
18. Ulysses S. Grant 1869 - 1877
19. Rutherford B. Hayes 1877 - 1881
20. James A. Garfield 1881
21. Chester A. Arthur 1881 - 1885
22. Grover Cleveland 1885 - 1889
23. Benjamin Harrison 1889 - 1893
24. Grover Cleveland 1893 - 1897
25. William McKinley 1897 - 1901
26. Theodore Roosevelt 1901 - 1909
27. William H. Taft 1909 - 1913
28. Woodrow Wilson 1913 - 1921
29. Warren G. Harding 1921 - 1923
30. Calvin Coolidge 1923 - 1929
31. Herbert C. Hoover 1929 - 1933
32. Franklin D. Roosevelt 1933 - 1945
33. Harry S. Truman 1945 - 1953
34. Dwight D. Eisenhower 1953 - 1961
35. John F. Kennedy 1961 - 1963
36. Lyndon B. Johnson 1963 - 1969
37. Richard M. Nixon 1969 - 1974
38. Gerald R. Ford 1974 - 1977
39. Jimmy E. Carter, Jr. 1977 - 1981
40. Ronald W. Reagan 1981 - 1989
41. George Bush 1989 - 1993
42. Bill Clinton 1993 - 2001
43. George W. Bush 2001 - 2009
44. Barack Obama 2009 - 2016
45. Donald Trump 2017 -

## Political Map



# WORLD Map



# Year at a Glance

2019

JANUARY 2019						
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 2019						
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 2019						
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 2019						
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 2019						
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	

JUNE 2019						
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						

JULY 2019						
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 2019						
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 2019						
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 2019						
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 2019						
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 2019						
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		

2020

JANUARY 2020						
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 2020						
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

MARCH 2020						
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 2020						
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 2020						
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						

JUNE 2020						
S	M	T	W	T	F	S





## 8

## 9

AUGUST 2019							SEPTEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

**Integrity**  
An uncompromising adherence to a code of moral, artistic, or other values; an unimpaired condition; the quality or state of being complete or undivided.

10

## 11

## NOTES



15

16

## 9 30

The quality or state of being responsible. Able to respond or answer for one's conduct and obligation . . . having the character of a free moral agent: capable of determining one's own acts; able to distinguish between right and wrong and to think and act rationally, and hence accountable for one's behavior.

## 17

## 18

[illegible]



## 22

## 23

AUGUST 2019							SEPTEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

*The correction or regulation of oneself for the sake of improvement, or the disciplining or controlling of oneself or one's desires, actions, habits, etc.*

## 24

## 25

## NOTES



29

## 30

## SEPTEMBER 2019

OCTOBER 2019

**Sympathy:** Sympathetic concern for the suffering of another, together with the inclination to give aid or support or to show mercy.

## 31

## 1

## NOTES





5

[illegible]

## 6

[illegible]

SEPTEMBER 2019							OCTOBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

Recognition of and respect for the opinions, practices, or behavior of others. The amount of variation from a standard that is allowed. The permissible deviation from a specified value of a structural dimension. Capacity to withstand pain or hardship.

7

## 8

[illegible][illegible]



12

13

SEPTEMBER 2019							OCTOBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

*Adherence to the facts; freedom from subterfuge or duplicity; truthfulness. Estimable character and fairness and straightforwardness of conduct; integrity.*

## 14

## 15

## NOTES



19

## 20

SEPTEMBER 2019							OCTOBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

*Persistent applications to one's work;  
Assiduous effort; Careful attention.*

## 21

## 22

## NOTES



## 26

27

SEPTEMBER 2019							OCTOBER 2019							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	
29	30						27	28	29	30	31			

*Persistent applications to one's work;  
Assiduous effort; Careful attention.*

## 28

## 29

## NOTES





3

[illegible]

## 4

[illegible]

OCTOBER 2019							NOVEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

**Commitment**  
The act or process of committing. A pledge to do something. The state of being bound emotionally or intellectually to an ideal or course of action.

## 5


## 6

[illegible][illegible]



## THURSDAY

10

## FRIDAY

11

# October 2019

OCTOBER 2019							NOVEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

## Trustworthiness

**Worthy of trust. Reliable.**

## SATURDAY

12

**SUNDAY**

13

## NOTES



17

18

OCTOBER 2019							NOVEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

*The state, quality, or fact of being spiritual.*

19

## 20

## NOTES



## THURSDAY

24

## FRIDAY

25

## October 2019

OCTOBER 2019							NOVEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

## Moral Courage

**Moral Courage**  
The courage to do what one thinks is right.

## SATURDAY

26

## SUNDAY

27

## NOTES









7

## 8

NOVEMBER 2019							DECEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

*Understanding or tolerant. Capable of bearing affliction calmly.*

## 9

## 10

## NOTES



14

15

NOVEMBER 2019							DECEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

**Joyful**  
Feeling, causing, or displaying joy.

16

## 17

## NOTES



21

## 22

NOVEMBER 2019							DECEMBER 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

*Able to use the means at one's disposal to meet situations effectively.*

23

## 24

## NOTES





## 28

## 29

DECEMBER 2019							JANUARY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

**Grateful.** Expressing thanks.

## 30

## 1




5

## 6

DECEMBER 2019						
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				

JANUARY 2020						
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	

*Marked by consideration for others, good manners, or tact. Refined. Civilized.*

## 7

## 8

## NOTES



12

13

DECEMBER 2019							JANUARY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

*Mindful of the needs or feelings of others.*

## 14

## 15

---

---

---

---

---

---



19

## 20

DECEMBER 2019							JANUARY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

*Noble and forbearing in thought or behavior. Liberal in giving or sharing.*

## 21

## 22

[illegible]





## 26

27

DECEMBER 2019							JANUARY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

*Noble and forbearing in thought or behavior. Liberal in giving or sharing.*

## 28

## 29

[illegible]



2

3

JANUARY 2020							FEBRUARY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29

*Being in good spirits. Exhibiting good spirits.*

## 4

## 5

[illegible]



## 9

10

## JANUARY 2020

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 2020

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

*Firm in allegiance to one's government, homeland, or sovereign. Faithful to a person, custom, or ideal.*

## 11

## 12

[illegible]



16

17

JANUARY 2020						
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 2020						
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

**Inspiration**  
Stimulation of the mind or emotions to a high level of activity or feeling.

## 18

## 19

## NOTES





23

## 24

JANUARY 2020							FEBRUARY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29

**Cooperation**  
The action of cooperating. Common effort. Association of persons for common benefit.

## 25

## 26

## NOTES



30

31

## FEBRUARY 2020

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

## MARCH 2020

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				

*Active or arriving exactly at the designated time. Prompt.*

## 1

## 2

## NOTES



## 6

## 7

## 8

## 9



## THURSDAY

13

## FRIDAY

14

## February 2020

FEBRUARY 2020						
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

MARCH 2020						
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				

## Creative

**Creative**  
Having the power or ability to create.  
Productive. Imaginative.

## SATURDAY

15

**SUNDAY**

16

## NOTES





## 20

21

FEBRUARY 2020						
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

MARCH 2020						
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				

**Optimistic**  
One who habitually or in a particular case expects a favorable outcome.

22

## 23

## NOTES



27

28

MARCH 2020							APRIL 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30	31					27	28	29	30			

**Steadfast** *adherence to a course of action, belief, or purpose.*

## 29

## 1

## NOTES



5

## 6

MARCH 2020						
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 2020						
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		

**Dependable**  
Capable of being depended on.  
Reliable.

## 7

## 8

## NOTES



12

## 13

MARCH 2020						
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 2020						
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			

*Not wasteful or extravagant. Prudent.*

## 14

## 15

## NOTES





## THURSDAY

19

## FRIDAY

20

## March 2020

MARCH 2020						
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 2020						
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		

## Gracious

*Marked by kindness and warm courtesy. Characterized by charm or beauty. Marked by good taste and elegance.*

## SATURDAY

21

**SUNDAY**

22

## NOTES



## 26

27

## MARCH 2020

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 2020

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			

*Full of, marked by, or prompted by ambition. Greatly desirous. Eager.*

## 28

## 29

[illegible]



2

[illegible]

## 3

[illegible]

## APRIL 2020

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 2020

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						

*Having or marked by courage. Brave.*

## 4


## 5

--	--

[illegible]



## THURSDAY

9

## FRIDAY

10

## April 2020

APRIL 2020							MAY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4 5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30				24	25	26	27	28	29	30
							31						

## Goals

*The end toward which effort is directed. Aim.*

## SATURDAY

11

**SUNDAY**

12

## NOTES





16

17

APRIL 2020						
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 2020						
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						

**Motivation**  
The act or process of motivating.  
The condition of being motivated.  
A motivating force, stimulus, or influence. Incentive. Drive.

18

## 19

## NOTES



23

[illegible]

24

[illegible]

APRIL 2020							MAY 2020							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	
27	28	29	30				24	25	26	27	28	29	30	
							31							

*One's conception of oneself or of one's role.*

25

--	--

## 26

[illegible]




## THURSDAY

30

## FRIDAY

1

## April-May 2020

MAY 2020							JUNE 2020							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2			1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28	29	30					
31														

### Self-image

**Self-image**  
One's conception of oneself or of one's role.

## SATURDAY

2

**SUNDAY**

3

## NOTES



7

## 8

MAY 2020

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						

JUNE 2020

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				

**Determination**  
The act of making or arriving at a decision. The quality of being resolute or firm in purpose.

## 9

## 10

## NOTES





14

15

## MAY 2020

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						

## JUNE 2020

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				

*Degree or measure of succeeding. Favorable or desired outcome; also, the attainment of wealth, favor, or eminence. One that succeeds.*

## 16

## 17

## NOTES



21

## 22

MAY 2020

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						

JUNE 2020

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				

**Dedicated**  
Devoted to a cause, ideal, or purpose. Zealous. A dedicated scholar. Given over to a particular purpose.

## 23

## 24

## NOTES



## 28

29

MAY 2020						
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						

JUNE 2020						
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				

**Firm adherence to a code of especially moral or artistic values.**  
**Incorruptibility.** An unimpaired condition. Soundness. The quality or state of being complete or undivided.  
**Completeness.**

30

## 31

## NOTES



## 4

## 5

JUNE 2020						
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				

JULY 2020						
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	

*To be concerned about. To feel trouble or anxiety. To feel interest or concern. To give care (care for the sick). To have a liking, fondness, or taste (don't care for your attitude). To have an inclination.*

## 6

## 7

## NOTES

**IMPORTANT DATES** • Tests, Assignments, Birthdays, Appointments, etc.

**January**


**February**


**March**


**April**


**May**


**June**


**July**


**August**


**September**


**October**


**November**


**December**
