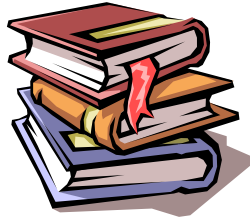


MONROE CENTER SCHOOL



STUDENT HANDBOOK 2011-2012

17500 Hwy. 72, P.O. Box 360
Monroe Center, IL 61052

Phone: (815) 393-4424
Fax: (815) 393-4530
Bus Phone: (815) 645-2613

District Website: www.meridian223.org

Leslie A. Showers, Principal
lshowers@mail.meridian223.org

Dear Monroe Center School Students, Parents and Guardians,

Welcome to Monroe Center School and to the start of the 2011-2012 school year! Please read your student handbook thoroughly and make sure that you have a clear understanding of all policies and guidelines for Monroe Center School. We are excited and look forward to being a part of the academic, physical, and emotional growth of our students this year. Let's work together to make this a great year for children.

Please involve yourself by volunteering to help when you can. Continue to support the P.T.O. in providing support and assistance for our major fundraiser and fundraising activities. The P.T.O. helps raise funds for supplies and activities that greatly benefit all of our students. Parents are needed to help as room fathers and mothers, organizing and working various fundraisers, Santa and Elves, and Market Day. Library helpers are needed each week, and individual classroom assistance is needed. Many opportunities are available to get involved!

We will post a comprehensive newsletter and calendar on our website the beginning of each month. Please make sure to read all of the latest news about your child's classroom. Check your child's book bag nightly for homework and notes from school that will keep you informed of special events.

Thank you to parents for being good role models and teachers of honesty, respect, and responsibility. Your role in leading and teaching is very valuable. Read to your child and have your child read to you. Give your child great experiences like visiting zoos and museums. These experiences support the learning process and help children to succeed in school and prepare them to be responsible adults. Keep your child actively engaged in the learning process and continue to help your child to develop as a responsible, well-behaved, and productive citizen. Encourage perfect attendance every single day. As educators, we encourage excellent attendance from bell to bell as to minimize the disruptions to the boys and girls in their classrooms. Please refrain from picking your child up before the end of the day. Dismissal is at 3:15 p.m. Schedule regular doctor and dentist appointments for times when your child is not in attendance. Attendance habits develop early. Give your child the greatest start in developing these skills for a productive life.

Monroe Center School will strive to give each child an exciting and educationally profitable experience in a warm and caring environment. The rules and regulations provided in this handbook for Monroe Center School are general guidelines designed to promote safety and freedom from interruption in your child's academic program. As parents, we encourage you to stay actively involved in your child's education. Your participation this school year will enable us to provide the most positive educational experience for your child.

Parents, please read this handbook thoroughly and go over all major points with your child. Please contact us to discuss your educational concerns. Please sign the Monroe Center School handbook form confirming that you have read over this handbook with your child. We look forward to another great year at Monroe Center School, and thank you for your support.

Sincerely,

**Leslie A. Showers
Principal**

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MERIDIAN COMMUNITY UNIT SCHOOL DISTRICT #223

SCHOOL DISTRICT PHILOSOPHY

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum and a knowledgeable and dedicated staff.

MERIDIAN ELEMENTARY SCHOOLS MISSION STATEMENT

It is the mission of Monroe Center School to nurture children's development to their fullest potential in all academic, social, emotional, and physical realms for the betterment of society.

ADMINISTRATION

Dr. Robert Morelan Meridian Superintendent of Schools	645-2606
Mrs. Jennifer Porter Director of Business and Human Resources	645-2606
Mr. Michael Mandzen Stillman Valley High School Principal	645-2291
Mr. Jeffrey Voltz Asst. High School Principal	645-2291
Mr. Steve Stewart Activities Director	645-2291
Mr. Bill Davidson Meridian Junior High School Principal	645-2277
Mr. Tom Gaudreau Asst. Junior High School Principal	645-2277
Mrs. Leslie Showers Monroe Center Elementary School Principal	393-4424
Mr. Mike Coulahan Highland Elementary School Principal	645-8188

Board of Education - Meridian Unit District #223

Mr. Bruce Larson - President Mr. Kevin Glendenning - Vice-President
Mr. Bob Mellon, Mr. Steve Pierce, Dr. Tim Flynn, Mr. John Smith, and Mr. Ron Steenken

The Board of Education meets the second and fourth Thursday of each month at 7:00 P.M. in the District Boardroom at Meridian Junior High.

2011-2012 School Personnel
Monroe Center School

Monroe Center Teaching Staff

Principal	- Leslie Showers
Kindergarten	- Dawn Kruger
Kindergarten	- Julie Boelkins
Third Grade (3G)	- Ann Green
Third Grade (3D)	- Joi Dundas
Third Grade (3M)	- Kathleen Mandzen
Third Grade (3T)	- Deb Thibodeau
Third Grade (3TO)	- Jennifer Tompkins
Third Grade (3B)	- Laurie Bartlett
Third Grade (3BU)	- Karyn Burch
Fourth Grade (4TU)	- Jennifer Tucker
Fourth Grade (4E)	- Teresa Eden
Fourth Grade (4M)	- Michele Massari
Fourth Grade (4P)	- Christa Papke
Fourth Grade (4S)	- Deana Simpson
Fourth Grade (4K)	- Shannon Kaltenbach
Fifth Grade (5B)	- Dale Beiersdorff
Fifth Grade (5BE)	- Kathy Benesh
Fifth Grade (5H)	- Ben Hickerson
Fifth Grade (5K)	- Mary Kimrey
Fifth Grade (5M)	- Amy Metzger
Fifth Grade (5MC)	- Michelle McDevitt
Special Education	- Kim Hiort, Krissy Porter, Doug Schiltz
Counselor	- Stephanie Haugh
Title I Reading	- Cindy Lewis
Physical Education	- Mona Smith, Susan Hager
Speech	- Joyce Wills
Art	- Monika Wolarek
Music	- Diane Knight, Kathy Owen
Bilingual Education	- Pam Loy
Librarian/Assistant	- Dana Brooks/Pam Zadek-Wise
School Psychologist	- Soni Bansilal

Education Support Personnel

School Secretaries	- Jody Meyer and Kathy Bybee
Paraprofessionals	- Sheri Bossany, Cindy Brown, Carrie Dawdy, Todd Hall, Michelle Knight, Deb Lawson, Julie Mussel, Tara O'Hare, Deb Sweeney, Renee Szymanski, Lori Wetzel, Nicole Wiehle
Lunch/Recess Supervision	- Brenda Woolbright, Ronna Bearrows
School Nurse	- Connie Nyberg
Head Cook	- Nikki Taylor
Kitchen Staff	- Cindy Gunderson, Janice Hess
Head Custodian	- Tom Castelli
School Custodians	- Rita Mathewson, Jose Vargas

School Calendar

2011-2012

August 15 & 16	Teacher's Institute – No School
August 17	First full day of school for all students, including kindergarten
August 24	Back-to-School Night/Open House
September 2	School Improvement Day – Noon Dismissal
September 5	Labor Day - No School
September 9	Mid-Term First Quarter
September 14-16	Fifth Grade Lorado Taft Outing
September 20	Fall Pictures
October 7	Teacher's Institute – No School
October 10	Columbus Day – No School
October 14	End of First Quarter
October 24, 27	Parent-Teacher Conferences – Two Nights
November 3	Fall Picture Retakes
November 4	School Improvement Day – Noon Dismissal
November 10	Mid-Term Second Quarter
November 11	Veteran's Day – No School
November 22	Muster Day
November 23-25	Thanksgiving Vacation - No School
December 2	School Improvement Day – Noon Dismissal
December 21	End of First Semester
Dec. 22 – Jan. 3	Winter Break – No School
January 4	Begin 2 nd Semester
January 13	Teacher's Institute – No School
January 16	Martin Luther King's Birthday – No School
January 27	Mid-Term Third Quarter
February 3	School Improvement Day – Noon Dismissal
February 20	Presidents' Day - No School
March 9	End of Third Quarter
March 19-23	Spring Break - No School
April 5	Spring Pictures
April 6	Good Friday – No School
April 9	No School
April 13	Mid-Term Fourth Quarter
May 9	School Improvement Day – Noon Dismissal
May 23	Report Card Day/Last Day of School (175 th day)

* 5 Emergency days would end the school year on Thursday, May 31, 2012

Meridian Elementary PTO

The Meridian Elementary Parent/Teacher Organization's objective is to raise funds to purchase items and programs that benefit students attending Highland and Monroe Center Schools. Anyone with children attending these schools is considered part of the PTO. There are no dues or membership listing. A committee of parents from Monroe Center, Davis Junction, and Stillman Valley governs the officers listed below.

The PTO handles several fundraisers during the school year:

***Fundraising Opportunities**

***Santa & Elves Shop** – Gives the children an opportunity to buy inexpensive gifts for family and friends.

***School Kits** – Orders will be taken for classroom supplies in April of 2011 for the 2011/2012 school year. Kits are delivered at school registration in August.

***Bingo Night** – A fun filled night of bingo and raffles for the entire family.

***Teacher Appreciation Week** – A week of snacks, presents, and a luncheon for the teachers.

Profits from these fundraisers are used at the schools. Each teacher is reimbursed \$125.00 for items needed in the classroom. Many activities are funded through the PTO including assemblies, Field Day and Young Author activities as well as the purchase of other educational enhancing products.

PTO will keep you updated on what is happening and what is coming up through the school newsletter each month. More information and dates will be coming. The PTO welcomes anyone who would like to help with any of the activities. Just let any of the PTO officers know. Thank you in advance for all of your support.

Sincerely,

Meridian Elementary PTO

**Meridian Community Unit #223
State Health Requirements for Students**

Dear Parents,

The required physical examination form is enclosed for your student. Section 7-8, Chapter 122 of the Illinois School Code requires that all pupils entering Pre-K, K, 6th and 9th grades must have completed the following before being admitted to school:

1. A physical examination on the specified state form. Physical exams must be completed within one year prior to school entry.
2. Immunizations required for DPT, Polio, Measles, Mumps, Rubella, Td Booster every 10 years, Varicella and Hepatitis B Vaccine Series.
3. Physician's documentation indicating lead assessment and/or screening (for high risk zip code areas) is required at kindergarten or first entrance to a program. (i.e. Early Childhood or Pre-K).
4. Physician's documentation indicating diabetes risk assessment (Pre-K, K, 1, 6, and 9)

KINDERGARTEN HEALTH NEEDS:

1. Required physical and recommended dental exam.
2. DPT and Polio Boosters must be given after the 4th birthday.
3. MMR (Measles, Mumps, Rubella) 2 doses of measles vaccine required:
1st dose **on** or **after** 12 months of age
2nd dose at least **one month** later
4. Varicella vaccine(Chickenpox) –1 dose **on or after** 12 months of age
5. If the above immunizations have not been completed at the time of the physical exam, a written schedule from your physician to complete the required doses must be presented with the physical exam at the time of registration.
6. Proof of dental exam prior to May 15th of the school year.

2ND GRADE HEALTH NEEDS:

1. Proof of dental exam prior to May 15th of the school year.

6TH GRADE HEALTH NEEDS:

1. Required physical and recommended dental exam.
2. Hepatitis B Vaccine series completed.
3. Required immunizations current
4. Proof of dental exam prior to May 15th of the school year.

9TH GRADE HEALTH NEEDS:

1. Required physical and recommended dental exam. Be sure physician designates approval for participation in physical education and interscholastic sports by checking the appropriate boxes on the physical form..
2. Tetanus Booster required every 10 years.
3. Required immunizations current.

I urge you to make your medical and dental appointments **now** to avoid difficulty obtaining an appointment later this summer. **A student risks exclusion from school on and after October 15th if the physical examination and immunization requirements have not been completed and returned to the school.**

Sincerely,

Dr. Robert Morelan
Superintendent

Kim Glendenning, RN, BSN
Director of Health Services

SECTION 2

SCHOOL HEALTH PROGRAM

Required Physicals:

According to Illinois State law, **all** students entering Pre-K or K (first entrance), 6th, and 9th grades are required to present evidence of a physical examination, completed within the last year, with a complete immunization record, and the recommended dental exam. Students who do not fulfill these requirements will not be allowed to enroll and/or will be excluded until records are presented. In case of transfer from another school/state, the student will be given 30 days to comply with any health record requirement. A “sports” physical does NOT satisfy this requirement.

Administration of Medications

Parent(s)/guardian(s) are responsible for administering medication to their children. Administering medication during school hours or during school related activities is discouraged unless it is necessary for the critical health and well being of the student. Teachers and other non-administrative school employees, except registered nurses, shall not be required to administer medication to students. If a circumstance exists where medication is necessary during school hours, a “MEDICATION AUTHORIZATION” form **must be** signed by the parent **and** the physician and kept on file in the nurse’s office. This authorization is required to be renewed EACH school year. The medication must be in the original prescription, or over the counter, container and stored in the main office unless otherwise directed by the physician and parent. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in the Administration of Medications policy and its implementing procedures. A student **MAY** possess **emergency** medications (i.e. Epipens, inhalers) provided a “Medication Authorization” form has been completed by the physician AND the parents/guardians. During school field trips, all medication must be sent with the supervising teacher.

An **occasional** acetaminophen may be taken by a student during school hours, in the absence of written doctor’s orders, **ONLY** after evaluation AND direct telephone contact has been made with the parent/guardian for verbal consent. The school nurse will keep documentation of this administration.

Head Lice (Pediculosis) Meridian District has a **no-nit policy**. A student sent home and treated for the school nurse or designee must not see head lice before being allowed to return to the classroom to assure there is no evidence of lice/nits.

Pink Eye – Students with pink eye are to be excluded from school until 24 hours after treatment begins or child is examined by a physician and approved for readmission to school.

Personal Hygiene

Proper student dress is the responsibility of the student and parents. However, a student's dress and grooming must be in the best interest of the school with respect to the health, welfare, and safety of each individual. In cold weather, proper attire includes boots, hats, mittens or gloves. In warmer weather, shorts are allowed, but no short shorts, halter or tube tops, swimwear or fishnet shirts are allowed. All students will make every effort to be neat and clean. Routine personal hygiene should be taken care of at home. This includes daily bathing, brushing of teeth and hair, etc. If the need arises, parents will be notified of any problems.

Screenings:

The school nurse conducts vision and hearing tests. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months. Parents of those students who do not pass these screenings are urged to comply with the recommendations made by the nurse.

Emergency Contact in Case of Injury: If a student incurs serious injury requiring medical attention, parents will be notified immediately. Parents are asked to supply the **name and phone number** of a responsible adult to be notified when the parent cannot be reached. In the event that the parent or emergency contact cannot be reached, the student will be transported to the hospital for emergency treatment.

Contact in Case of Illness: In the event a student becomes ill at school, parent will be notified concerning action to be taken. Students will not be sent home unless a parent is there to care for them.

Counseling Services

Counseling services provide students with an opportunity to increase their self-awareness, self-esteem, and social/emotional growth. Maximizing these areas gives students the ability to excel at academic tasks as well. The school counselor provides individual and group counseling, classroom presentations, parent education programs, consults with classroom teachers and parents, makes referrals to outside agencies when appropriate, increases student awareness of career opportunities, and assists students with life transitions. Every student will have the opportunity to interact with a counselor through classroom presentations, individual and/or group settings. Parents/guardians, students, or school staff may request counseling services. Counselors can be reached by calling Monroe Center School at (815) 393-4424.

THE MERIDIAN COMMUNITY SCHOOL DISTRICT #223 IS A NON-DISCRIMINATING SCHOOL DISTRICT.

SECTION 3 **SCHOOL FEES INFORMATION**

Parents frequently ask why we have a book fee and what the fee supplies. State law forbids school boards from distributing textbooks to students without charge unless the voters have approved a special enabling referendum. Voters in District #223 have not been asked to approve such a referendum. School fees are payable registration day. These fees defray the cost of the hard and soft covered books used by the students.

Registration Fees

Kindergarten fees are \$50.00.

Third Grade, Fourth Grade and Fifth Grade fees are \$60.00.

Checks should be made payable to the **Meridian Unit District #223**.

Notice To Parents

This is to advise you that you may be eligible for a waiver of student fees if you receive public aid; if your gross household income is under that set out in federal guidelines for free lunches; or if you are otherwise able to establish that you cannot afford to pay these fees. Applications requesting waiver of fees should be submitted to the principal at the time of registration. Forms for submission of such requests are available in each principal's office. The use of false information to obtain such waiver is a felony under Illinois law. Any inquiries should be directed to the principal of the building in which your child is enrolled.

Insurance

Accident insurance is offered for grades K-5. This covers your child from the time he leaves home until he returns, provided he goes directly to and from school. While the carrying of this insurance is optional, we strongly recommend that each student, especially those in athletics, have this coverage. This will aid in expenses incurred in the case of an accident. Insurance applications are available on registration day. Emphasize to your child that reporting to the supervisor any injury is important in collection of insurance.

Book Refund Policy

Any student entering Monroe Center Grade School during the first semester shall pay the full year's price for books. A student entering during the second semester will pay one-half the full year's price for books. One-half the full year's price will be refunded to anyone leaving during the first semester. A student leaving during the second semester will get no refund for books. All partially used books will be returned to the office so they may be used for new students entering school.

SECTION 4 SCHOOL AND OFFICE OPERATIONS INFO

Change of Contact Information

It is important that we have at all times your address and telephone number. This information is especially important in cases of emergency. Please notify Mrs. Meyer or Mrs. Bybee in the school office immediately upon changing your address or telephone number.

School Hours

Kindergarten	8:50 A.M. to 1:20 P.M.
Grades 3, 4, and 5	8:50 A.M. to 3:15 P.M.

Office Hours and Policy

The school office is officially open from 8:00 A.M. to 4:00 P.M. each day, Monday through Friday. Your principal plans an "Open Door Policy." This means that all may feel free to come in to discuss matters with the principal at any time. Many times a school administrator is required to be out of his office for different reasons. For your convenience, it might be wise to call to make an appointment prior to coming. If you do not mind taking a chance on waiting to see the principal, you may come at your convenience.

Use of School Phone

Messages will be taken for students and teachers, but it is not always possible to deliver these immediately. Parents wishing to confer with teachers on the phone are requested to limit their calls to before school, noontime, and after school. **Students are not allowed to use the school phones except in cases of emergencies.** Student cell phones are to remain in backpacks during school hours.

Arrival Time

Every parent should see that the children do not arrive at school **before 8:40**. We do not have available play areas inside the building nor adequate supervision to permit children to come to school long before school starts. Bus students will be admitted and supervised upon their arrival at school.

Before School Expectations

1. Students should arrive at school after 8:40 a.m. unless special arrangements have been made. Outdoor supervision is limited before school.
2. Once children are under the supervision of school personnel, expectations outlined in the **Monroe Center School PBIS Policy** are in effect.
3. After the bell rings, students will walk quietly and in an orderly manner to their rooms.

Notes Required For:

The school requires notes from parents or guardians for the following reasons.

1. Absence
2. Requests for special dismissals
3. For all field trips (permission slips will be supplied)
4. For all medications to be taken at school.

The School Code of Illinois: 10.22.6.

The building principal has authority over all students in District #223.

Positive Behavior Intervention and Support

PBIS stands for **Positive Behavior Intervention and Support**. At Monroe Center School, we are committed to creating a learning environment that will encourage positive behavior and interactions, while discouraging problem behaviors. This approach is based on directly teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do, correcting them when they do not and celebrating their successes. The goal of PBIS is to create a positive school culture by reducing problem behavior and providing maximum academic time for students and staff. We ask for parents to support their child and the school in guiding children to make good choices.

Students will be awarded Cardinal Cash when caught making positive choices. Staff will acknowledge the student by stating what positive choice has been made. Cardinal Cash may be put into the weekly drawing from the office whenever the student chooses to enter. Drawings for prizes will be done weekly and quarterly with winners from each grade level. There will also be one big winner for the entire school at the end of each semester! School-wide PBIS assemblies will be held at the end of each quarter to promote positive character, have the drawings and celebrate the school's success. Other incentives for students earning no behavior lunch detentions, after-school detentions and/or suspensions will also be available!

Behavior interventions are necessary when the behavior matrix is not followed. Some examples of minor behavior offenses that will be documented by staff are: preparedness, throwing small objects, noncompliance, minor disruptions, cheating, put downs, attitude, gum, dress code, etc. Parents will not be called after the first minor behavior offense unless a lunch detention is assigned. After the second minor behavior offense, parents will be notified. The third minor behavior offense will result in an automatic lunch detention. If the student receives a fourth minor behavior offense, it will result minimally in an after-school detention. More serious offenses are considered major behavior offenses. These offenses are dealt with immediately by the administration and will result in an after-school detention or an in school or out of school suspension. Some examples of major behavior offenses that will be documented by staff are: fighting, bullying, vandalism, discriminatory/inflammatory/inappropriate language, severe insubordination, verbal threats, etc. Parents will be contacted on any first major behavior offense immediately.

As we continue to work and instill good values and positive character in all of our students, we cannot make progress without the support from our families. It is very important that you talk with your child about making positive choices. It is the mission of Monroe Center School to nurture each child's development to their fullest potential in all academic, social, emotional and physical realms for the betterment of society. Parents are asked to support the mission of our school, along with our behavior expectations and any disciplinary actions taken at school.

Articles Prohibited in School

Problems arise each year because children bring articles to school, which are hazards to the safety of others or interfere in some way with school procedures. Such items as guns, caps for cap guns, bean shooters, water guns, knives, matches, hard balls, radios, bullets, electronic games/devices and cigarettes brought to school will be confiscated and disposed of. Heelies, or similar shoes with wheels, as well as skateboards, scooters, etc. are also not allowed at school. All types of toys are discouraged, including trading cards. When a student has such items at school, they are subject to being broken or stolen. The school cannot be responsible for such items. Parents are requested to help children keep these items at home. Check backpacks at night and in the morning.

Care of School Property

Any damage done to school property must be repaired or replaced at the expense of the offender. Parent cooperation is requested in helping us teach children to respect school property, material, furnishings, equipment and to the building itself.

Dress Code

Our behavior patterns are affected by what we wear. There are very few restrictions concerning dress, the school believing if a student is “neat and clean” he will usually meet the standards of school dress. The weather during the beginning and ending of the school year contributes to some rather warm classrooms. Consequently, lighter dress for students is necessary to be comfortable. **The following types of dress are not acceptable; hats, any clothing with alcohol or tobacco logos, short shorts, gym shorts, spaghetti-strap tank tops, muscle shirts, halter tops, biking shorts, shorts made of spandex, flip-flops for shoes, and any clothing with wording considered inappropriate by the staff.** Any tank top worn must have straps that have “two adult fingers” width. This would be approximately “three-fingers” width for most children. Shorts and skirts should be at children's fingertips or longer if they are standing with their hands at side. During the fall, winter, and spring months, children will need to have winter coats when the temperature is below 45°F in order to participate in outdoor recess. On days when the temperature is between 45 and 50°F, children will need at least a windbreaker or medium-weight jacket for outdoor activities. No shorts will be allowed outside when temperatures are below 50 °F. Obviously, these are general guidelines and there can always be some situations that are not covered by generalities. Should any question surface regarding a student's dress; the building principal will determine the acceptability of that attire. The district feels that parents have the responsibility of having their children dress in an appropriate manner. Your impression upon others and their impression of the entire school are influenced by what you wear. If students have pride in their school, they will dress accordingly.

SECTION 5

ATTENDANCE

It is essential for children to attend school regularly in order to obtain maximum benefit from their education. It is also important because State Aid reimbursement to schools is determined by a school's average daily attendance. It is the responsibility of parents or guardians to see to it that their children attend school regularly. The Monroe Center Grade School absence policy has the following classifications:

Excused absence - personal illness, contagious disease in a family, emergencies in a family - these constitute a satisfactory excuse to be fully credited when made up.

If your child is ill and will not be attending school on a given day, please call the school and report his/her illness prior to 9:00 A.M. The school office will attempt to call the homes in the morning of students not in attendance if we do not hear from you.

PARENTS SHOULD SEND A WRITTEN EXCUSE ON THE CHILD'S RETURN TO SCHOOL CLEARLY STATING THE REASON FOR EACH ABSENCE OR TARDINESS.

Unexcused absence –

1. Vacation days in excess of five are considered unexcused absences.
2. 2 tardies or 2 early outs are considered as ½ day unexcused absence.
3. Doctor or dentist's notes are to be turned in upon return to school or the absence is considered unexcused.
4. Take your Child to Work Day is considered an unexcused absence.
5. When a student is sent home due to pediculosis (head lice), the first day of absence is considered

excused. Children must be treated that day and sent back to school the next day or that day is considered unexcused.

After 5 unexcused absences, a referral will be made to the Ogle County Truancy Outreach Program. It is the policy of the school that time and work missed because of an unexcused absence or tardiness must be made up to the satisfaction of the teacher in a reasonable length of time.

Leaving School Grounds

No child will be allowed to leave the school grounds without the permission of the parent and the principal or a teacher. In the event the parents must remove a child from school before the close of the day, a note should be sent to school in advance to inform the teachers of this change from the normal routine.

Early Dismissal

Teachers have been instructed not to excuse any child without a written or personal request from parent or guardian, nor to permit any child to go from the school premises with an unidentified person. This has been done in order to help protect your child. The exception to this will be for scheduled events. When a child leaves early the office should be notified when that child is leaving the building. Two early dismissals shall count as ½ day unexcused absence.

Meridian #223 Weather-Related / Emergency-Related School Cancellation / Early Dismissal

As a general rule, Meridian C.U.S.D. #223 believes it is best to transport students to and from school at the regular times because area drivers are accustomed to our busses on the roads at these times and statistics prove less bus/traffic problems occur at these times. Under unusual circumstances, approaching winter storm advisories, we will make the decision to close schools early. We plan to make this decision by noon and notify the below listed media ASAP. Early dismissal means the Junior High and High School will be dismissed one hour early (1:20 PM) and the Elementary schools will also be dismissed one hour early (2:15 PM).

The decision to cancel school because of weather/other emergency will be made by 6:00 AM if possible with the below listed media notified immediately. Every attempt will be made to follow this 6:00 AM time line. The decision to cancel school is made in consultation with national/state weather radar, township road commissioners, and school district personnel. The philosophy of the district is to cancel school rather than transport students to school and have to send them home. While this is the general rule, occasionally storms develop during the day and an early dismissal is warranted. We only have 175 days of school each year. Making up missed school days is done in the spring when weather is not an issue.

GENERAL weather guidelines for cancellation/early dismissal due to weather:

A heat index of approximately 100 degrees for an extended number of days will generally warrant early dismissal or a wind chill Index approximately -30 to -35 degrees will generally warrant school cancellation. While these are general guidelines used by the district, we understand parents are the final authority for their children. Only parents know the specific health concerns and transportation concerns of their children. Therefore, parents should feel comfortable in determining whether or not their children should attend school due to weather conditions. If you determine your children should not attend school due to weather, please call the school and notify the office of your child's absence as early as possible.

Media Notified: School Cancellation/Early Dismissal

Television: Rockford: WIFR-23, WREX-13, & WTVO-17

If you have any questions about our policy related to school cancellation or early dismissal, please feel free to contact your building principal or Mr. Robert Prusator, Superintendent.

SECTION 6

LUNCH PROGRAM

Overview

We use a computerized lunch accounting system. The name of each student has been entered into the computer program and each student has been assigned an account. Students make deposits to their lunch account upon arrival in the morning and receive a receipt. Each family will have their own account that is scanned in the lunchroom each time they have milk or purchase a hot lunch. Any questions concerning lunch tickets should be referred to the school office.

Lunch Prices

A hot lunch will be served daily in the school cafeteria. Lunch prices will be \$1.70 for students and \$2.75 for adults. Milk is 40¢ each. All hot lunches must be paid for in advance.

Free Lunch Program

Free lunch applications are available registration day or may be picked up in the school office. The Superintendent of Schools follows established federal guidelines for the free and reduced lunch program in determining a family's eligibility for the program.

SECTION 7

ACADEMIC/ENROLLMENT INFORMATION

Kindergarten Admission

Requirements for entering Kindergarten:

1. Verification of birth date.
2. Required physical and dental examination.
3. Five years old before September 1st of the current school year.
4. Enrollment in Pre-Kindergarten requires a physical and dental examination.
5. Proof of residency.

Admission for Students Transferring to Monroe Center

Requirements for students transferring into grades 3-5:

1. Two forms of proof of residency
2. Signed transcript request
3. Completed registration form and payment of fees
4. Out of state students need to have current physicals information

Transfer From Monroe Center

When a child is to be transferred from Monroe Center Grade School to another district, please notify the school office at least one week in advance. This will enable the teacher to complete necessary records. A transfer slip will be prepared which the parent or child may pick up the last day of the child's attendance. School records will be forwarded upon request by the other school.

Physical Education Classes

All students are required to participate in organized physical education classes. This year, students will be required to participate in physical education five days a week. The policies pertaining to these requirements follow.

1. All boys and girls are required to have tennis shoes for physical education classes. They should be marked with the student's name.
2. If a student is physically unable to participate in physical education class or if certain restrictions are required due to poor health, a note from the student's doctor should be presented to the physical

education teacher as soon as this condition is evident. The doctor's note should indicate the restriction specifically.

3. A daily excuse from gym must be accompanied by a parent's note and presented to the gym teacher before gym class. It is strongly urged that parents use discretion in providing this type of excuse. Often, physical activity serves a therapeutic purpose for students who don't feel up to par or who are returning to school after an illness. In such cases, the parent's request will be honored.

HOMEWORK GUIDELINES FOR PARENTS

1. Make it clear that you value the work and think it is important.
2. Provided a quiet, well-lit location good for studying.
3. Provide appropriate additional resources as necessary.
4. Do not DO your child's homework, but be available to informally go over directions and check the work.
5. Check assignment notebooks/planners to see what work your child has.
6. Look over homework to see if the assignment is completed and placed back into the child's backpack or folder.
7. Ask your child to explain the homework to you.
8. Praise your child's efforts when the work is well done.
9. Notify your child's teacher when family emergencies, such as severe accidents or death, prevent the completion of given assignments.
10. For each day a student is absent, the student will have one school day to complete missed work.

THIRD GRADE HOMEWORK POLICY

Our policy is limited or controlled homework. The purpose of homework is to strengthen or increase skills. Homework is in the nature of enrichment activity, such as a specific practice or drill, i.e. the multiplication tables, etc.

FOURTH GRADE HOMEWORK POLICY

A fourth grade student should expect to complete homework assignments on an "everyday" basis. The length of time will vary due to time allowed in class and the "student's" utilization of this time during class. If your fourth grader does bring his work home, it is to be finished and returned the next day. Unfinished homework may result in missing a portion of recess. If this is a repeated habit, other methods will be implemented. You will be notified if this happens.

FIFTH GRADE HOMEWORK POLICY

A fifth grade student should expect to receive assignments on an "everyday" basis. Any class work not completed during the school day will become "homework." The length may vary due to time allowed in class and the student's utilization of this working time. Most times the student should not be spending more than an hour per night on regular assignments. Unfinished homework may result in missing a portion of recess. If this is a repeated habit, other methods will be implemented. You will be notified if this happens.

Cheating

Cheating on tests, plagiarism, or any other type of deception to get credit without effort is universally recognized as improper conduct. This type of violation of classroom standards will be dealt with very severely by the classroom teacher.

Report Cards and Reports to Parents

The report card in grades 3, 4 and 5 reflects academic grades per subject, figured as a collective average of a child's academic progress during a given term. Comments that reflect a child's conduct, effort, cooperation, behavior, etc. may be included by the teacher.

Midterm progress reports are generally sent home at the half way point of a term, and quarterly progress reports are typically sent home shortly after the completion of a given quarter.

Parent - Teacher Conferences

Parent - Teacher conferences will be held two evenings (October 25 and October 28) this year. Teachers will schedule before or after school conferences to accommodate parent schedules. Parents should arrange additional conferences directly with the classroom teacher. Occasionally, teachers will request that parents come in for special conferences.

Transitional Bilingual Education (TBE)

A TBE program is provided in all schools where 20 or more students from the same language classification are enrolled. Bilingual education is an approach to teaching language minority students who are not yet proficient in English. In this approach, a certain amount of instruction is provided through the student's native language while he/she acquires sufficient English language proficiency to progress academically in the mainstream. The following TBE instructional delivery systems are currently being used at Monroe Center Grade School:

Self-Contained:

The self-contained instructional delivery system serves English Language Learners (ELLs) in 3rd grade and is staffed by a certified bilingual teacher. This traditional model strengthens and develops concepts in Spanish while developing students' English language proficiency. The amount of native language instruction decreases as the amount of English language proficiency increases. Students move through a transition process to bridge from a bilingual classroom to a mainstream classroom. The curriculum parallels the mainstream classroom, and integration between the two programs is mandatory.

Departmental:

A departmental system serves students in grades 4 and 5 and is staffed by a certified bilingual teacher. With this system, the language arts curriculum is taught through intense English as a Second Language (ESL) content-based instruction. ESL content-based instruction also provides a transition for students from their native language to English instruction. Native language support is also available for ELLs in grades 4 and 5 when needed.

La educación bilingüe de transición (TBE)

Un programa de TBE se proporciona en todas las escuelas en donde se alistan 20 o más estudiantes de la misma clasificación de la lengua. La educación bilingüe es un enfoque para la enseñanza de estudiantes de idiomas minorías que todavía no están proficientes en el Inglés. En este enfoque, una cierta cantidad de la instrucción está proporcionada a través de la lengua materna del estudiante mientras él o ella adquiere conocimientos suficientes del idioma Inglés para el progreso académico en las clases regulares. Los siguientes sistemas de TBE de instrucción, se están utilizando en la escuela primaria de Monroe Centro:

Autónomo:

El sistema autónomo de instrucción sirve a los estudiantes que están aprendiendo el idioma, Inglés (ELL) y es proveído por un/a maestro/a bilingüe certificado. Este modelo tradicional fortalece y desarrolla conceptos en español y al mismo tiempo desarrolla la competencia de los estudiantes en el idioma Inglés. La cantidad de la enseñanza del idioma nativo disminuye a medida que la cantidad del dominio del idioma Inglés aumenta. Los estudiantes se mueven a través de un proceso de transición de una clase bilingüe a una clase regular. El currículo es paralelo a la clase regular, y la integración entre los dos programas es obligatoria.

Departamental:

Un sistema departamental sirve a los estudiantes en los grados 4 y 5 y es proveído por un/a maestro/a bilingüe certificado. Con este sistema, el currículo de artes de lenguaje se enseña a través del programa Inglés como Segundo Idioma (ESL) basada en las áreas de contenido. La instrucción de ESL basada en las áreas de contenido también proporciona una transición para los estudiantes de su idioma nativo a la instrucción en Inglés. Ayuda en la lengua materna de los estudiantes también está disponible para los estudiantes ELL en los grados 4 y 5 cuando es necesario.

Monroe Center School
Academic and Intervention
Programs

Scholastic Guided Reading Libraries (Fiction, Non-Fiction, Content Areas)

Scholastic Guided Reading Libraries deliver the materials to help all students become strategic and independent readers who love to read! The guided reading libraries were created and carefully leveled by Dr. Gay SuPinnell, America's leading authority on guided reading. The instruction aligns to No Child Left Behind, including rigorous guided practice in comprehension, phonics, phonemic awareness, vocabulary, and fluency. The guided reading libraries assigns each book a letter (A-Z) based on the degree of challenge it represents.

Reading A to Z

Reading A to Z offers thousands of online printable teacher materials to supplement and enrich individualized students. Reading A to Z's resources are designed for use in various reading settings from whole class to small group to individual work. All materials are research-based, standards-based, and results oriented. These resources include professionally developed downloadable leveled books, lesson plans, worksheets, and reading assessments.

SOLO Literacy Suite

Because some students require support throughout the literacy continuum, while others struggle only with specific aspects, SOLO Literacy Suite places all of the right tools, and a wide-range of embedded learning supports, at their fingertips. SOLO includes word prediction, a text reader, graphic organizer and talking word processor—putting students in charge of their own learning and accommodations. Students of varying ages and abilities have access to, and make progress in, the general education curriculum.

Accelerated Reader

Accelerated Reader is the most popular and successful reading product of all time. Accelerated Reader's advanced technology helps make essential reading practice more effective for every student, personalize reading practice to each student's current level, manage all reading activities including read to, read with, and independent reading, assess students' reading four types of quizzes: reading practice, vocabulary practice, literacy skills, and textbook quizzes and build a lifelong love of reading and learning.

The Daily 5

The Daily Five is a series of literacy tasks (reading to self, reading with someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups or confers with individuals. The Daily Five is more than a management system or a curriculum framework; it is a structure that will help students develop the habits that lead to a lifetime of independent literacy.

Great Leaps Reading

Great Leaps Reading uses proven instructional tactics with powerful motivators to remediate a variety of reading problems. Efficient in both cost and time expenditure, Great Leaps Reading has been recognized for years as a research-based program which enables students of all ages to make significant strides in reading fluency and reach an independent reading level. Students with reading problems in all fifty states have responded with significant, measurable gains in their reading and related skills. Students work individually

with an adult and the materials for less than ten minutes per day (three days per week minimum). The materials (one instructor manual and one student notebook) are age appropriate and comprehensive.

Read Naturally

Read Naturally strategies and industry-leading products support and reinforce the five essential components of reading, as determined by the [National Reading Panel](#): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Using stories, audio recordings, posters, videos, stickers, quizzes, puzzles, and graphs, students work with age-appropriate material at their skill level. With our wide range of products, Read Naturally succeeds with readers of all abilities and ages.

Phonemic Awareness: The Skills That They Need To Help Them Succeed!

This is a 35 week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills with explicit modeling. Students exposed to this supplemental curriculum who are struggling can benefit from multiple, repeated exposures to these lessons. This is a fun-filled time for kids and this program supports the premise that all students at all ages, regardless of abilities, can benefit from explicit instruction in phonemic awareness.

The Six-Minute Solution

The Six-Minute Solution: A Reading Fluency Program is a fast, fun, research-based way to increase fluency. In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. *The Six-Minute Solution* builds students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.

Words Their Way

Words Their Way is a developmentally driven, hands-on instructional approach that has been a phenomenon in word study, providing a practical way to study words with students. The keys to this research-based approach are to know your students' literacy progress, organize for instruction, and implement word study. The streamlined text and program give all the tools needed to carry out word study instruction that will motivate and engage students, helping them succeed in literacy learning.

STAR Reading

STAR Reading allows teachers to assess students' reading levels in less than 10 minutes, receive accurate, reliable, norm-referenced reading scores including grade equivalents, percentile ranks, and normal curve equivalents. It also can determine the appropriate level of challenge for each student to personalize practice and individualized instruction. STAR Reading predicts results on high-stakes, standardized tests, and can track growth in student achievement longitudinally, facilitating the kind of growth analysis recommended by state and federal organizations.

Monroe Center Guided Reading Library

The guided reading library at Monroe Center School consists of leveled reading books that correlate with the reading series, along with leveled book sets that can be utilized individually or in small groups. The guided reading library assigns each book a letter (A-Z) based on the degree of challenge it represents. These books can be used to supplement with remedial, general, and enrichment literacy activities, meeting the needs of all students.

EnVision MATH Intervention/Enrichment 2009

EnVision MATH allows for differentiated instruction enabling the curriculum to reach all students through multiple teaching strategies. Each topic provides “advanced” materials and activities in print and digital formats. EnVision allows for teachers to meet the needs of ALL students through many intervention and enrichment strategies. Advanced grade level material is also available, if appropriate, through sixth grade.

Mastering Math Facts by Otter Creek Institute

Use this supplemental math program in tandem with traditional math curriculums to increase math fact mastery through structured, self-paced practice in 10 minutes a day. Mastering Math Facts by Otter Creek Institute provides practice and assessment by operation-addition, subtraction, multiplication and division.

Word Problems Made Easy by Otter Creek Institute

This supplemental math program provides students with a systematic way to tackle problem solving. The program uses structured formulas to take apart and solve various word problem types. Each grade level 1-6 includes 160 day's worth of word problems.

Great Leaps Math Package

The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand the concepts behind the four basic math operations. Once the student demonstrates understanding through the concrete and representational lessons, fluency-building lessons begin through one-minute timings of oral and written student responses to math facts. The student repeats the one-minute timings until a standard practice rate on oral timings and a standard fluency rate on written timings are achieved.

Camelot Mathematics Learning

Camelot Mathematics Learning is an intervention program that focuses on number sense, geometry/measurement, fractions/decimals, computation and number friends. This is a very comprehensive intervention program that maximizes skill development to promote proficiency in mathematics.

Writing A to Z

Writing A to Z offers the most complete collection of K-6 online writing resources anywhere that meet the needs of all students. Writing A to Z includes core writing lessons grouped by genre and text type, mini-lessons targeting key writing skills, and writing tools for organizing and improving writing. Writing A to Z supports the Six Traits Writing Model, teaches process writing, meets states standards, targets four developmental levels and helps students pass high-stakes tests.

AIMSweb – Progress Monitoring and RtI System

AIMSweb is a progress monitoring system that based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

Study Island ISAT Preparation

The Study Island ISAT Program is designed specifically to help students master the content specified in the Illinois Learning Standards. Study Island's focus on the Illinois Learning Standards enables students to improve their performance in all skill areas tested on the ISAT, which leads to improved test scores and academic success. The user-friendly program enables students to choose their style of learning. Students can work using a standard test format or several interactive games. Printable worksheets are also available and are ideal for practicing extended response questions.

Instructional Support Staff

At Monroe Center School, we have available resources through instructional support staff to help meet the needs of all students through small group and individualized study. These services can be used for academic support through remedial, general and enriched guided instruction.

Study Skills After-School Enrichment

Throughout the school year, students are able to participate in an after-school study skills program. The program is guided by a certified staff member, offering academic assistance through guided practice and/or through variety of teaching strategies and interventions, ultimately helping each student academically progress and be successful. The program is designed to offer a fun and energetic learning environment where students can extend the learning process.

SECTION 8

TRANSPORTATION

Parking Areas

Please park away from the front of the Monroe Center Grade School at morning arrival or evening dismissal times. The busses take up a large segment of the available space and these busses will be given priority on this parking space. During school functions, which occur after regular school hours, the blacktop area in back of school may be used for parking. Please stay on the hard surfaces.

Transportation Policy

All eligible students will be provided transportation to school from their homes or a designated location such as a baby-sitter, grandparent, etc. If a student is to be transported from a location other than the home where he/she resides, the school must be aware by August registration. Please contact the school office and transportation if any changes should occur during the year. If a change does require any adjustment on the part of the school district, the parent will be responsible for the transportation of their child. Day to day changes in pick up and drop off locations are the direct responsibility of the parent.

School Bus Transportation

Many Meridian C.U.S.D. #223 students are transported each day to school on buses provided by the school district. Since bus drivers must follow a rigid schedule, there is a set of rules, which applies to those who ride buses.

1. Students should be at the bus stop and ready to enter when the bus arrives. If the driver were required to wait for tardy pupils, it would be unfair to other families, prolong the duration of the trip, and possibly contribute to unsafe practices. Help keep the bus on schedule.
2. When pupils must cross the road to be picked up in the morning, the driver, after looking for approaching cars, will signal when it is safe to cross. Children should be instructed to wait for a proper signal and to cross promptly. They should wait completely back off the street or road.
3. Students who live on the left side of the road always cross 10-15 feet in front of the bus when getting off

- the bus in the afternoon. The student should be instructed to walk to a point 10-15 feet in front of the bus on the right shoulder of the road and remain there until a signal is given by the driver to cross.
4. All students must remain in their seats at all times while the bus is in motion. Please get on or off the bus without pushing or shoving.
 5. Students should refrain from marking, defacing, or in any way damaging school buses on the inside or outside. The parents of the students will pay for any such damage. School buses are very expensive new and are very expensive to maintain. Please help your child to see the importance of maintaining school property. Pupils must refrain from unnecessary conversation with the driver. Drivers are very busy with the job of safe driving. Shouting and screaming is not a part of bus riding. Students or driver should use no profanity. Students should be absolutely quiet at all railroad crossings or dangerous roadway intersections.
 6. Students should be a safe distance from a moving bus for the safety of everyone. Students, not on the bus, should not touch the bus when it is moving.
 7. School buses are required to travel public roads only to pick up school children.
 8. One and one-half miles is the legal distance a child may be required to walk to meet transportation or to the school building.
 9. In case of school being dismissed early during the day (hot weather, snow, etc.) parents should have a plan whereby their child may stay at a neighbor's home if the parent is not at home on such a day.
 10. Conditions regarding bus schedules due to bad weather:
 - a. Foggy morning: School buses may be delayed one (1) hour. This information is difficult to broadcast before 7:00 A.M.
 - b. Bad weather (snow): When it is decided that buses will not run, television stations will be informed. This information is to be broadcast no later than 7:30 A.M. We will do our best to broadcast the information over T.V. channels 13, 23 and 17.
 - c. Please remember these stations are very hard to contact on mornings such as this and all cannot be informed at once.
 - d. Check the district website for updates if weather conditions are poor
 11. It will be the parents' responsibility to bring children to or from school if portions of the routes are impassable. The driver has the authority and responsibility to maintain proper conduct on his/her bus.
 12. Students are not to eat, chew gum, or drink on the bus.
 13. The bus driver has the authority to assign seats on his/her bus for as long a period as he or she considers it necessary.
 14. Students should get the driver's permission before opening or closing windows. It is also very important that students not lean or reach out of bus windows at any time.
 15. If the bus driver and school officials have difficulty with a student's behavior, after he/she has been warned, a school official will contact the parents of the child. If the call or letter does not correct the behavior problem, the student will be removed from the bus. Parents will then supply the transportation.
 16. Problems or complaints concerning the transportation of your child should be of concern to all of us. Safe transportation is made possible by cooperative efforts of many people. If you have a concern or a question, please contact your child's building principal or call the bus garage at 645-2613.

School Bus Expectations

For the safety of your child and all the children on the bus, please stress the importance of obeying the rules established by the bus driver. All students riding the bus will be responsible for the transportation PBIS expectations.

Students that cannot adhere to bus riding regulations risk losing their bus riding privileges. Parents will be made aware of their child's behavior on the bus when it occurs. Second offenses generally result in removal of bus riding privileges for a period of time. Regular bus students must ride the bus unless a note from the parent is given to the teacher, or they are attending a scheduled activity.

SECTION 9

LIBRARY INFORMATION

CIRCULATION POLICY MONROE CENTER ELEMENTARY LIBRARY

The Monroe Center Grade School Library has books for every grade and reading level. More books can be checked out when all other books are returned. Lost or damaged books must be paid for. Library reference books may be taken to the classroom, but must remain in the building.

Kindergarten: Students may check out one book at a time. If a book is overdue, the student may not check out another book until the first book is returned. These students are not charged fines.

Third – Fifth Grades: Students are allowed to check out two books at a time. Overdue books are charged a fine of \$0.05 per day. There is a three-day grace period; if the book is returned in the first three days it is overdue, the fine is waived. On the fourth day, the fine is retroactive to day one. A student may not check out any other books until all overdue books are returned and fines are paid.

POLICY FOR LOST AND DAMAGED BOOKS: MERIDIAN JUNIOR HIGH SCHOOL LIBRARY, MONROE CENTER ELEMENTARY LIBRARY & HIGHLAND ELEMENTARY LIBRARY

Lost Books:

1. Fine: Replacement cost plus \$3 processing fee
2. Minimum amounts due: Hardcover: \$10 plus \$3 processing fee, Paperback: \$5 plus \$3 processing fee

Lost/Found/Returned Books:

1. Book returned before replacement ordered: refund minus \$2 handling fee
2. Book returned after replacement ordered: no refund

Damaged Books:

1. \$3 repair fine if book can be salvaged
2. Replacement fines go into effect if book is beyond use

SECTION 10

EMERGENCY PROCEDURES

FIRE

1. Students leave their room according to the designated route, quickly, and orderly.
2. Extra rooms and washrooms are checked.
3. Students walk completely away from building to a grassy area where the teacher calls roll.

TORNADO

1. Teachers are notified if a tornado watch is in effect. They are later notified if the watch is lifted.
2. In case of a warning, classes report to their assigned locations. They sit on the floor, facing a wall if possible, knees up, and hands covering their heads.
3. Classes outdoors will try to reach their inside location of safety or lie flat on the ground.

EARTHQUAKE

1. If indoors, stay indoors. Hide under sturdy furniture. Stay near the center of the building.
2. Stay away from glass.
3. If outside, stay away from building and utility wires.

SECTION 11

OTHER PARENT INFORMATION

Parent Visits to Our School

The safety of our students and faculty is a top priority at Monroe Center School. Parents are welcome to visit our school at any time; however, please make sure that you sign-in through the office when you enter the building for any reason. You will be required to wear a volunteer/visitor sticker. Also, please do not forget to sign-out. If you need to visit a teacher *before* or *after* school, you must have an appointment with that teacher. Parents will not be allowed to visit with a teacher *before* or *after* school without an appointment. Class visits are a time for observation, and they furnish an excellent background for teacher-parent conferences. To avoid making a class visit during a least disruptive time, the parent is required to call the teacher to ascertain the daily plans before making a visit. Appointments are to be made at least two days prior to a classroom observation. The classroom teacher will indicate the time and date for a class visit. Parent classroom visitations should be limited to a 45-minute session. An all-morning or all-afternoon visit is usually not recommended as it creates a distraction to the children. Your cooperation and support are greatly appreciated.

School Parties

There will be three parties per year school-wide for grades Kindergarten, 3, 4 and 5. These are Halloween, Christmas, and Valentine's Day. Individual room parties for birthdays are to be kept moderate and simple. They will start promptly at 2:30 PM. Please be considerate of classroom parties for the grade-level students. If possible, we ask that siblings do not attend classroom parties, along with other family members. We ask that only room parents who are signed up to volunteer attend the classroom parties.

Name Labels

Any articles of clothing that your child removes at school should be labeled (boots, caps, sweater, etc.) Money sent to school with younger children should be placed in an envelope with the student's name, and the amount of money written on the outside.

Lost Articles

Lost and found boxes are maintained in the school. Large amounts of money should be given to the teacher or office for safekeeping.

Field Trips

Field trips are correlated with the educational program and are used to either introduce or review a unit. Field trips are considered to be an extension of the classroom. Field trips are planned experiences, which can best be taught outside the classroom. It is also used as a part of the enrichment program. This is concrete learning rather than abstract. Adequate preparations in the subject area and definite objectives are made before each trip. Evaluation and review of material seen on the field trip is made after the trip has been completed. Children should attend school when a field trip has been scheduled.

All students must have a signed permission slip to go on a field trip. Safety rules are strictly enforced on these trips, and children not conforming to the rules may be barred from participating in future trips. The Monroe Center School PBIS Policy applies to all trips.

Classroom Supply Lists

Classroom supply lists are available for each grade level on the district website under the Monroe Center School link. If you do not have online access, you may pick-up a hard copy at the school office.

**Meridian CUSD #223 Legal Notice
Title I School Notification**

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, the Meridian CUSD #223 School District is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If at any time your child has been taught for 4 or more consecutive weeks by a teacher not highly qualified, the school will notify you. If you have questions, please feel free to contact your district superintendent Mr. Robert Prusator, at 815-645-2606.

**Meridian CUSD #223 Legal Notice
Behavioral Intervention Policy**

It is the purpose of this policy to comply with P.A. 89-191 of *The School Code* on the use of behavioral interventions for students with disabilities.

The OCEC/District recognizes that appropriate interventions are necessary for all students, disabled or non-disabled, whose behavior is not acceptable, and that administrators, teachers and other school personnel who work with students with disabilities require training and guidance in the use of behavioral interventions. A goal of this policy and procedures (hereafter collectively, "Policy") is to make available training and guidance to administrators and teachers of students with disabilities who require behavioral intervention, that provides ways for working successfully with said students, in order to provide an environment in which said students can learn. The policy recognizes that the use of positive or non-aversive interventions is generally most consistent with the educational goals of promoting students' academic, social and personal growth. Therefore, non-aversive or positive desirable interventions designed to develop and strengthen desirable behaviors should be used to the extent possible and are generally preferable to the use of aversive or more restrictive procedures. While positive approaches alone may not always succeed in controlling inappropriate behavior, the use of more restrictive procedures may be necessary and should be utilized as provided in the Policy.

**Meridian CUSD #223 Legal Notice
Annual Asbestos Management Plan Notice**

This is to inform you of the status of the Meridian CUSD #223 asbestos management plan(s). It has been determined by the Illinois Department of Public Health and the Federal Environmental Protection Agency that asbestos containing materials are in the school building.

As required, our buildings were initially inspected for asbestos in 1988. The AHERA law requires that a visual surveillance of asbestos containing areas be completed every six months and a re-inspection conducted every three years. Any evidence of disturbance has been, and will continue to perform the required inspections through the services of IDEAL and Associated Environmental Engineering Services, Inc.

The Inspection/Management Plan is available for public review in the District Office at Meridian Junior

High. Should you wish to review the plans, please call to make an appointment between 8:00 AM and 4:00 PM on weekdays.

Any concerns relative to asbestos containing materials should be directed to Mr. Jon Mickle, Director of Buildings and Grounds, at 425 South Pine Street, Stillman Valley, IL (815) 645-2606.